

UBEA

Business Education

Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

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- TYPEWRITING • TEACHING AIDS
- BOOKKEEPING • BASIC BUSINESS
- STANDARDS • DISTRIBUTIVE OCCUPATIONS
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The United Business Education Association is the amalgamation of the Department of Business Education of the United States (also publisher of THE NATIONAL BUSINESS EDUCATION ASSOCIATION OF THE UNITED STATES) and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. A Volume Index to the FORUM is published annually with the May issue. The contents are indexed in Business Education Index and in the Educational Index. The BUSINESS EDUCATION FORUM does not assume responsibility for the points of view or opinions of the contributors unless such statements have been established by a resolution of the Association.

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Electric Typewriters

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THE CHANGING SCENE IN TYPEWRITING INSTRUCTION

In This Issue

► This issue of the FORUM presents, among other things, a symposium on instructional practices pertaining to the very controversial subject of erasing. After reading the presentation, you will probably agree there is nothing static in the typewriting profession, and as a group, we are alert to change if it will improve our instruction—nor do we wait fifty years to do so!

Are business teachers, and typewriting teachers in particular, willing to adapt their teaching methods to changing needs? Your typewriting editor believes so, because they have manifested a professional willingness to debate and share ideas concerning major issues in their field.

For your perusal, the FORUM presents the typewriting issue, with its expert collective opinion concerning current issues.

► In this issue the sub-committee of the Joint Committee on Coordination and Integration of Research in Business Education begins its second series of interpretations on recent studies. The services section also includes a variety of excellent articles which should be most worth-while reading for the classroom teacher of business subjects, school administrators, and businessmen.

► Unfortunately, space does not permit including the news of the many projects which are in process at the opening of this school year; however, the major activities of the Association are listed on the back cover of this issue.—H.P.G.

SCHOOL ADMINISTRATORS bemoan the fact that about fifty years lapse before a practice proven worthwhile by educational research becomes standard and accepted in the classroom. If this is true, our schools are guilty of fostering instructional waste. But does this situation prevail in the nation's typewriting classrooms?

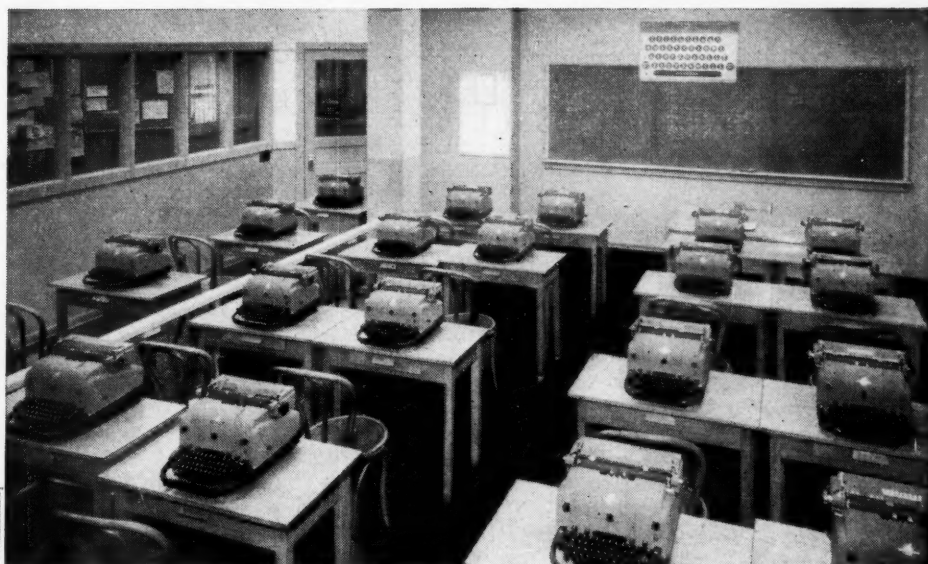
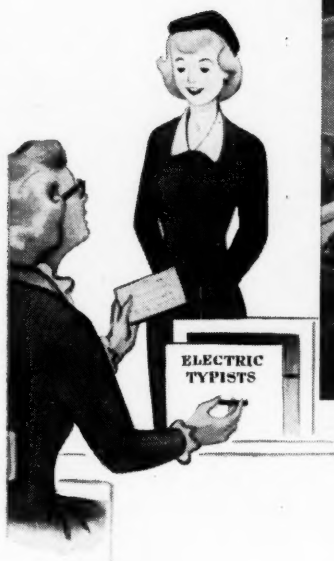
There is much evidence to the contrary. Typewriting is a comparatively new subject in the curriculum, being introduced into public secondary schools scarcely more than fifty years ago. Since that time, numerous practices in teaching methodology have been tried and debated, retained or discarded. The net result of this evolutionary process has been improved economy of learning. Typical of now widely accepted practices are the use of open keyboards, electric typewriting, stress upon the process rather than the product, development of erasing techniques, and many others.

To illustrate the adaptability of the typewriting pedagogue, let us reflect on the blank versus open keyboard practice. It was not too many years ago that the blank keyboard was nearly universal equipment, although many teachers were questioning its use at the time. Today, most typewriting teachers insist upon open keyboards to facilitate greater economy and ease of instruction. Educational researchers, we know, question the law of adaptability as applying to typewriting teachers on this score.

The once highly controversial subject of erasing is an issue that reflects even more dramatically the adaptability of the typewriting teacher. Most of us recall that the classroom use of the eraser was at one time avoided to about the same degree as the Bubonic Plague. Then certain "liberals" convinced some teachers that this practice should be reversed; that is, it should be used with complete freedom even from the first day of instruction. Perhaps a healthier attitude exists toward the eraser today. How to use it efficiently is generally thoroughly taught, and current classroom use is restricted to provide the most functional typewriting learning outcomes.

The very nature of our subject facilitates, to some extent, our adaptability to change. Because many typewriting teachers have their skills in business, they recognize the need for practical classroom training. Net result: rapid change in the classrooms.

Professional journals, association publications, attendance at business education conventions, and so forth, have performed a notable service in constantly alerting business teachers to developments. The FORUM, especially, has been a powerful force in presenting the changing scene in business education.—JOHN L. ROWE, *Issue Editor*.



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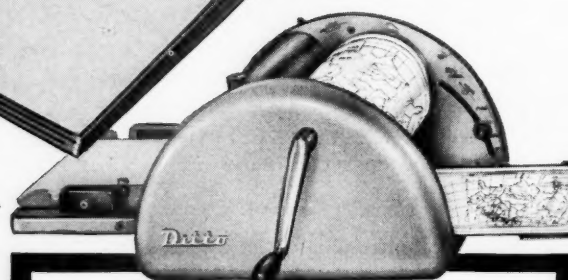
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THE *Forum*

A SYMPOSIUM:

When, and To What Extent, Should Erasing Be Taught and Practiced in Typewriting Instruction?

By JOHN L. ROWE, Editor

A SELECTED NUMBER of typewriting teachers in various types of schools have generously shared their opinions and practices concerning the controversial subject of erasing.

The practices presented here are remarkable in their consensus concerning specific procedures—considering that only a few years ago the whole subject of erasing in the classroom was practically taboo. Many of us will be pleased to learn that our own practices are in accordance with those of our colleagues.

While there now appears to be a general agreement regarding the basic issues, there remains an interesting variation of reasons for the procedures suggested. Several new ideas concerning the erasing problem are presented here for the first time in the literature of typewriting. These differences should be a challenge and an inspiration to audit our own thinking in terms of the new.

The suggestions presented in this FORUM discussion emanate from a wide variety of schools: high schools—small and large, public and parochial; colleges and a university—a junior college, teachers colleges, a state university; an administrator; and a publisher of typewriting materials. The personnel represented is national in scope.

How times have changed! The educators are of the opinion that erasing should be taught—and this indicates real progress in typewriting methodology.

It is a privilege and a pleasure for the FORUM to present a cross-section point of view on the status of erasing in today's typewriting classrooms.

* * *

EDITOR: An Illinois public school teacher believes erasing should be introduced early in the typewriting course for personal-use reasons. She places restrictions concerning erasing, however, until the student develops a fair degree of typewriting skill. She believes complete freedom of erasing may relax the determination for accuracy and delay the concept of mailability.

I like to introduce erasing sometime in the latter part of the first semester of typewriting. Some of the students may be starting to write personal letters and manuscripts for other classes, and can, therefore, use the eraser to advantage.

It seems practical to me to postpone further erasing in the typewriting classes until near the end of the second year when accuracy is high, for it takes time that could more profitably be spent in typewriting, especially by the poorer student. Also, being able to erase relaxes the determination for accuracy, perhaps.

Now and then, however, in both beginning and advanced classes, an assignment of "mailable" letters with a limited number of good erasures is a pleasant interlude—for it is a satisfying experience to produce a more or less finished product. Returning a group of letters for correction by realignment, crowding, and spreading is a useful review.—ETTA L. WATSON, *DeKalb High School, DeKalb, Illinois.*

* * *

EDITOR: A Missouri secondary school teacher in a parochial school suggests that a knowledge of proper erasing techniques actually discourages poor typewriting habits, such as striking over, x-ing, and careless spacing. He would introduce erasing during the first semester for personal-use students. Also, he would limit the number of erasures on each page.

In view of the fact that a majority of our students take just one semester of typewriting, we endeavor to give them a program that will meet the needs of the majority. In about the last six weeks of the Typewriting I class, we introduce the technique of proper erasing. Since we assign several basic projects, such as: basic forms of letter writing, manuscript typewriting problems, tabulations, a simple manual of general typewriting aids, we will permit the student to use an eraser but we limit the number of erasures to the page. During this period the teacher is most observant of the method employed by the student in his erasing technique as well as the cleanliness about the machine. This procedure has been adopted because most of the students elect typewriting for the many personal benefits they anticipate from the course. Thus, we feel that knowing thoroughly how easily a good erasure can be made will discourage other careless habits that may be acquired, such as striking over, x-ing, careless spacing, to mention a few.

With this procedure, we have found as a general rule that the student will not abuse the erasing privilege.—BROTHER J. ALFRED, F.S.C., *Christian Brothers High School, St. Louis, Missouri.*

"All errors that can be corrected by erasing should be erased."

EDITOR: A college teacher of typewriting requires a definite skill attainment before erasing activities are introduced. Like so many teachers of typewriting, she believes the students' concept of mailability cannot be adequately developed unless erasing is permitted on application and production work. Erasing is required on all second-year projects that are to be graded.

Erasing should be introduced during the first term of typewriting instruction at approximately the two-thirds mark. Students should be writing at least 30 to 35 CWAM on three- or five-minute writings.

Introducing erasing at this time accomplishes two things: (a) It enables the student to concentrate on developing the highest possible number of CWAM without interference from supplementary skills during the first two-thirds of the term. (b) It makes certain that *all* students are taught to erase—that even a student who studies typewriting for one term only is sufficiently skilled to typewrite acceptable papers from that time forward.

At the time erasing is introduced, sufficient practice should be given to make sure that every student understands the technique of good erasing and that his standards and performance are so high that no erased word screams that it is "second choice."

Erasing should be permitted to the extent necessary to enable students to type mailable copy *whenever mailable copy is required*. This does not mean that after erasing has been taught every error should be erased. On many papers it is sufficient to encircle errors. Such practice saves valuable time and helps to develop conscientious proofreaders.

In first-year typewriting, erasing should be required on production tests after several days have been devoted to teaching a unit on which errors have been encircled. In second-year typewriting, students should erase on all project work that is to be graded.

Above all, erasing should be taught and practiced for what it is: an aid to mailable copy rather than a "sin."
—OPAL CHRISTENSEN, *Assistant Professor, University of Utah, Salt Lake City, Utah.*

* * *

EDITOR: An administrator in a state department of public instruction also insists upon adequate skill development first, then erasing. Once erasing has been introduced, she would definitely require it on all production problems.

In a one-and-a-half or two-year typewriting course I believe that the teaching of erasing should begin around March of the first year. After erasing has been introduced, students should erase on *production* problems.

The first semester of typewriting is largely used to develop a good rate of straight copy speed and accuracy. It is difficult to determine what progress is being made in skill development if erasing is permitted. In the early phases of problem typewriting, the teaching emphasis is on set-up, the handling of materials, and the correct use of the service parts of the machine. Typographical er-

rors are of secondary concern at this stage of learning. Once the introductory stage of problem typewriting is passed, all errors that can be corrected by erasing should be erased.—MARGUERITE CRUMLEY, *Assistant State Supervisor, Business Education Service, State Department of Education, Richmond, Virginia.*

* * *

EDITOR: A junior college teacher would begin erasing very early in the first semester. She, too, believes erasing is essential in developing the concept of mailability, but she would not permit erasing in speed-development units.

Most students take typewriting because of its practical value to them, vocationally or personally. Therefore, the situation in the classroom should be realistic and approximate the office situation as nearly as possible. All letters in the classroom should be mailable and other business forms conform to office standards. Consequently, erasing should be taught as soon as the keyboard is well learned and applications, such as letters and business forms, are introduced. In junior college, I find it imperative to teach erasing early in the first course, since many nonbusiness students take only the one semester of typewriting.

However, erasing should not be allowed when typewriting to develop speed or when working for control. Exercises for developing speed and accuracy and for technique improvement need to be analyzed to determine the nature of the errors that are being made. If these errors are erased, such an analysis is impossible.—VERA STEININGER, *Joplin Junior College, Joplin, Missouri.*

* * *

EDITOR: A teacher in a large city school system presents a challenging variation concerning erasing in problem typewriting. When application problems are initially presented, no erasures are permitted but after the student understands the problems of arrangement, and the like, then erasing is required on subsequent problems of the same type.

Teaching erasing in a full-year typewriting class varies with the textbook used and the students' ability. Usually erasing is taught from the twelfth to the fifteenth week of the course.

Erasing is not necessary when students are learning the keyboard. Throughout the course, erasing errors should not be permitted when typewriting drills to develop speed or accuracy.

Problem typewriting requires errorless copies, and erasing should be permitted. When problem typewriting is first introduced, arrangement of the material is a sufficient learning load for the students. After they have gained self-confidence in setting up a problem, they should be taught the correct procedure of erasing. Thereafter, unless they are typewriting a new and difficult problem for the first time (when learning placement is the object of the lesson), erasures should be made on all production typewriting exercises.—MARIAN HEININ CARON, *Humboldt High School, St. Paul, Minnesota.*

"Erasing should be taught before production typewriting is begun."

EDITOR: An Iowa public high school teacher would place definite qualifications on the use of the eraser in skill development. Erasing would be permitted on a limited number of timed writings to dramatize the economy resulting from more adequate control.

Erasing should be introduced toward the latter part of the first semester. During the first six weeks, practice should be limited to original copies. The teacher must observe that the proper procedure is being used by the student in developing a sound erasing habit. Individual help must be given to those students who are careless.

Erasing should be limited to special timed drills and production typewriting. If erasing is limited to timed conditions which have been properly introduced, the student soon values the necessity of speed, correct handling of machine parts and use of the eraser.

Care should be exercised so that the student does not begin to rely entirely on the eraser. Time should be devoted to writings in which errors are not erased. From these papers must come error corrective practices and repeated efforts in the elimination of as many errors in typewriting as possible.—EUGENE L. DORR, *Sioux City Public Schools, Sioux City, Iowa.*

* * *

EDITOR: A teacher in a large public high school notes that erasing correctly not only produces better copy but also promotes machine care.

I am of the opinion that complete erasing instruction should be given during the last weeks of the first semester of typewriting.

Many students never elect more than one semester of typewriting; therefore, they should have the skill of good erasing to enable them to use their knowledge of the typewriter for personal use. Knowing how to erase correctly not only produces neater appearing typewritten material, but it is also important in keeping the machine clean and thus in good operating condition. Everyone should be concerned about this for their personal typewriter as well as for the typewriter they might use in an office.

The practice of erasing should be permitted in the second semester and the second year on problems or projects that are used to measure production ability.—AGNES M. KINNEY, *North Denver High School, Denver, Colorado.*

* * *

EDITOR: A department head in a teachers college recommends erasing very early in the course. Because speeds are now obtained in beginning classes, more time is available for periphery typewriting skills.

It is assumed that the major purpose in learning to typewrite is to acquire some practical or vocational skill. This being true, we must likewise assume that the skill of erasing must be taught early enough to develop the skill along with other practical typewriting skills. Certainly, there is some justification for one-semester typewriting enrollments. If the course is handled in accordance with good methods of instruction, marketable speeds of 40-

50-60-WAM can be developed in one semester. Then, instruction in erasing must be given during this first semester just as soon as the practical aspects of the instruction require the production of a usable product.

The quality of our product, the typist, will be better if it is recognized that secretaries, stenographers, and clerks must be able to erase so as to salvage the copy in neat and usable form. If this is true, the best place to begin preparation for this job is in the typewriting classroom.—E. C. MCGILL, *Head, Department of Business and Business Education, Kansas State Teachers College, Emporia, Kansas.*

* * *

EDITOR: A state college teacher would teach erasing because students will erase "whether they have had instruction or not." She favors erasing on timed writings, and believes erasing skill is requisite to understanding the totality of mailability.

When students' interest is high and they are writing for continuity of thought and meaning, erasing tools and techniques should be introduced. Correct erasing procedures and the spreading and crowding of letters are interesting phases of typewriting development; these techniques are ones which students should learn correctly (since they will use them anyway, whether they have had instruction or not).

Erasing should not be used on drill material when the students are working for increased speed, accuracy, or improved fingering techniques. On all work emphasizing usability and mailability, neat erasing should be permitted.

I definitely am in favor of erasing any errors made on timed writings and timed production work (which is much more of an office situation than merely deducting words for errors made). Students should learn early in the game that mailable work is the only acceptable work—and acceptable work is that on which errors have been neatly corrected.—LURA LYNN STRAUB, *San Diego State College, San Diego, California.*

* * *

EDITOR: A Colorado teacher discusses further variations in erasing practices. She would incorporate the development of job intelligence and judgment by having the student make decisions concerning when an erasure should be made. For example, a sum of money in a contract or will would not be erased; whereas manuscripts and letters would be improved by erasures. She also believes erasing is a privilege and that high penalties should definitely be given for uncorrected errors, thus encouraging more alert proof-reading practices.

In my opinion, erasing in typewriting should be taught before production typewriting is begun, which would probably be early in the second semester. As soon as students have learned to make neat erasures and corrections, erasing should be required in all production writing, on some letters (on both the original and the carbon), and in a certain percentage of timed writings.

"Errors, properly controlled by the teacher, are a sign of learning health. . . ."

Students should learn that whether or not to erase should be determined by the nature of work that is to be typewritten. For example, corrections would be made in all letters, but a sum of money would not be erased and corrected in a contract or a will.

When erasing is required, a penalty for uncorrected errors should be high in order to encourage students to find and correct all errors.—REBA B. WING, *Grand Junction High School, Grand Junction, Colorado.*

* * *

EDITOR: An Iowa teacher would use erasing as a control-building device. Like other typewriting teachers, she would begin erasing the first semester of instruction.

"To err is human . . ." so I believe it is best that we teach students to erase in order to be able to correct those errors most successfully.

This year we are using a textbook which waits until just before the end of the first semester to teach the lesson on correcting errors. This is later than we have usually done but we feel that it is working better this way.

The students had by this time developed considerable skill and, consequently, did not make so many errors. The time element involved in making an erasure impressed many of them so that they could see very clearly the value of control.

After erasing was taught, the students corrected their errors on all work except that done during practice periods.—HENRIETTE MULLER, *Cedar Falls High School, Cedar Falls, Iowa.*

It has frequently been stated by school administrators that it takes almost fifty years for a desirable practice to

become accepted practice in the schools. The remarkable change of thinking, as expressed in this presentation, might well lead one to believe that typewriting teachers do not follow this general pattern.

* * *

EDITOR: A publisher of typewriting materials believes perfection in erasing is, instructionally, a simple-to-the-complex procedure. He would provide for various units on erasing (original copy, carbon copies, crowding, spreading, and the like). Refinement and perfection of erasing skill would result from a planned hierarchy of presentation.

Erasing is important in using the typewriter. Erasing involves particular skills. For these two reasons, typewriting students must be taught how to erase correctly. The instruction should be deferred until the last third or quarter of the first semester—late enough so that learners will not rely on its use while they are forming their typewriting habits, yet early enough for even those students who plan to take just one semester of typewriting to master correct erasing technique before leaving the class.

The instruction should be in a series of steps, each practiced before taking the next: erasing simple misstrokes before the paper is removed; the same, but including erasing on carbon copies; the same, but with spreading and squeezing used in making the correction; and, finally, these same three steps with the erasing done after the paper is removed from the machine, so that the paper must be reinserted for typewriting the corrections.—ALAN C. LLOYD, *Gregg Publishing Division, McGraw-Hill Book Company, New York City.*

Paradoxes of Skill Learning

By LOUIS A. LESLIE
Scarsdale, New York

ONE of the most amazing and at the same time the most helpful paradoxes of skill learning is that any skill learning difficulty that is properly postponed is eliminated as a difficulty. Only this principle is mastered by the teacher. He will be fascinated to watch its operation in the teaching of typewriting. Perhaps the most conspicuous example is the teaching of numbers. This used to be the rock on which the most skillful of teachers and the most willing of learners would founder. In fact, in a few classrooms this writer has found typewriters on which the alphabet keys were blank but on which the number keys were "open" or lettered, with the numbers and special characters clearly printed. One need not be a psychiatrist to follow the reasoning of those teachers—they could teach the alphabet by touch, but they just gave up on the top row.

Few teachers have published their frustration to the world thus plainly, but many have shared that feeling. The answer proves to be a simple application of the principle of planned postponement. When the numbers are postponed to the optimum place in the order of presentation, the difficulty of learning then vanishes. The difficulty was caused largely by two factors in the past.

First, the learners were compelled to struggle with the numbers almost immediately after learning 26 alphabet keys and at least 3 punctuation keys, usually 4 punctuation keys. The burden of 10 or more additional keys on top of the 30 already attempted (but learned imperfectly) was too much; the youthful, or not so youthful, mind sank under the load.

Second, the double reach from *f* to 5 is much more difficult physically and kinaesthetically than the reach

from *f* to *r*. The longer and more difficult reach should not be attempted until the shorter and easier reach is thoroughly mastered. Otherwise the undigested alphabet blocks the learning of the additional number keys while the new and more difficult double reach creates kinaesthetic confusion that prevents the attainment of real security on the longer reach. Colloquially we might say that the learner who is compelled to begin work on the number row before reaching real mastery of the alphabetic keys has been compelled to bite off more than he can chew—which is neither good manners in the dining room nor good psychology in the classroom.

The Principle of Postponement

The principle of postponement applies to many other factors in the teaching of typewriting skill. An excellent example is the difficulty always encountered in getting good letter placement when letters are first introduced. Why? Simply because they are introduced too soon. This writer has found that letters should not be introduced until after about 50 periods of instruction—and he would not hesitate to postpone still further the introduction of business letters in a "difficult" group.

One of the most interesting examples of the success of this principle of planned postponement is the delay in introducing transcription. Thirty years ago it was customary to begin transcription very early in the shorthand-typewriting course, although at that time few taught "transcription" as a course in its own right. Transcription was begun very early on the apparently "obvious" theory that it is so difficult that the learner should be given as much time as possible for mastery. Today, 30 years later, surveys show that a constantly increasing majority of teachers postpone transcription until the third semester of shorthand if there are three or more semesters in the course. They find that the postponement brings better results in a shorter time than were obtained in a longer time when transcription was introduced prematurely. Dozens of additional examples of the advantages of planned postponement in skill learning could be presented if space permitted, but these must suffice to show the value of the principle, a principle that many skillful teachers were using blindly long before it was recognized as a principle and put into working harness as one of our most valuable skill teaching devices.

Another paradox in learning to typewrite is the constant relationship between the typewriting floor and the typewriting ceiling. That is to say, between the highest speed at which the learner can typewrite regardless of error (the ceiling) and the highest speed at which he can typewrite *without error* (the floor) there is a constant and almost unvarying relationship, when the practice procedures are handled properly. It was formerly

thought that if the learner ever typed consistently with a very high error rate (5 or 10 or 15 errors a minute) he was lost to the ranks of good typists. Now we know that that is not so; we know that these errors, properly controlled by the teacher, are a sign of learning health and that every increase in the gross with a high error rate brings a corresponding increase in the typewriting speed *without error*, always remembering that the learning process must be properly controlled by the teacher. This paradox was discovered so recently that many teachers still cannot bring themselves to accept it. Yet there can no longer be any possible question of its truth; it rests on solid rocks of evidence.

One paradox that would be amusing if it were not for the harm that it has done to the teaching of typewriting in America for more than 50 years is that blank keyboards actually tend to develop "peekers" and that the open or lettered keyboard brings less peeking, instead of more. This paradox has come to be generally recognized and needs no further elaboration here.

One set of related paradoxes eluded discovery for many years. It was always common knowledge that double letters presented a real obstacle to the expert typist. It was also common knowledge that combinations presenting maximum difficulty to the expert typist are actually the easiest for the beginner. The balanced-hand material that is the easiest for the expert is now known to be the most difficult for the beginner. These paradoxes also were discovered only recently.

In Conclusion

In conclusion it is a paradox that each author of a typewriting textbook differs from other typewriting authors on certain matters and has been able to convert some fraction of the typewriting teachers of America to his point of view. Probably the only single matter on which all typewriting authors agree is that the traditional 26-inch table is thoroughly undesirable and harmful. Yet that is the point to which perhaps the smallest fraction of the typewriting teachers of America have been converted. Can we not get together and agree that everyone who writes an article on typewriting or gives a talk on typewriting shall begin and end every talk or article with the slogan: "Burn the 26-inch typewriting tables."

"Things are not what they seem" was written originally about things spiritual rather than things pedagogical—but nowhere is that saying truer than in the field of skill learning. And nowhere in that general field are these paradoxes more apparent than in the specialized field of typewriting learning, because no skill is more readily measurable than typewriting.

"Essentials are taught best through realistic experiences."

Integrating Office Skills and Knowledges

A skill must be mastered before it can function properly.

By FABORN ETIER
University of Texas
Austin, Texas

THE INTEGRATION of office skills and student knowledges is one of the most important phases of any business education program. Our students, when they leave the classroom, must be able to apply their skills in many situations. One has not accomplished a great deal when he learns to typewrite page after page of double-spaced material at sixty-five words a minute. But if he has a rapid typewriting rate and can apply his skill (a) in many situations, (b) with control, and (c) within a reasonable period of time, then he has accomplished a great deal.

Develop a Skill First

The integration process will be much more effective when at least an average degree of skill has been attained in typewriting and shorthand. "Average" is approximately forty-five words a minute in typewriting and eighty words a minute in shorthand, for five minutes.

Placing emphasis upon skill in the beginning of your typewriting and shorthand courses will shorten the periods of application and integration. At the same time, this emphasis will better equip your students to accept their initial positions.

When typewriting teachers begin stressing skill from the beginning of their courses and postponing application until a skill was achieved by the student, they soon realized that the application training period was cut approximately in half. The time thus saved provided a longer period in which to build skill. At the end of the year, students had much higher skills, with better application of those skills.

It is an accepted fact that a skill must be mastered before it can function properly. It must be mastered so thoroughly that it will remain with the student. Overlearning is necessary before isolated information can be put into action in complex situations. Therefore, in order to effect transfer of learning, we must teach to the point at which overlearning occurs and postpone application until a skill has been developed.

Application and Integration

The area of preparation in which we integrate office skills and student knowledges has many names. "Office practice" is the one most commonly used in high school. "Secretarial practice" is found most frequently in col-

lege. Since this is a finishing and vocational course, it should be given just before graduation. By that time, students will have had the related business courses to furnish background necessary for office practice class activities. For example, the student will have learned the purposes of a deed and a contract before he is called upon to typewrite one; he will have learned how to interpret a financial statement before he typewrites a financial statement, and other items.

The course should cover all essentials that every secretarial student must master in order to be a successful secretary. These essentials are taught best through realistic experiences. Emphasis must be on *real* activities.

Integration of skills does not occur automatically. We must create situations in our classroom to allow integration to take place. Arrange your office practice classroom to resemble an office as nearly as possible. Every student should be given an opportunity to do some work that is actually used. Most teachers fail to teach adequately such things as addressing envelopes, assembling and inserting carbon paper, proofreading, tabulation, centering correct techniques in operating business machines, duplicating processes, how to fill in application forms, and composing at the typewriter.

We must demonstrate the correct techniques many times until the student has learned the correct procedures in performing the work, and then provide him with enough repetition with the proper materials until he can perform the activity with ease and within an acceptable period of time. The office practice teacher should plan assignments of short, closely-supervised projects in which there is no opportunity for deterioration in techniques. Students should be timed in performing the classroom activities until they can meet the minimum employable standards, at least.

To meet the minimum standards of employability, the student will be expected to have a typewriting skill of fifty words a minute for five minutes with not more than five errors, and be able to address approximately one hundred envelopes or cards an hour. The minimum shorthand skill of the student is eighty words a minute for five minutes on unfamiliar material. He must be able to transcribe at least four average-length letters (approximately one hundred and fifty words), with one

"Integration of skills does not occur automatically."

carbon copy, an hour. To meet the minimum filing standards, the student must be able to file, or pull from the files, approximately one hundred cards or letters an hour.

Organizing the Course

In determining the content of the office practice course, the teacher should first take into consideration these questions: How many hours will you have? What materials and equipment will be available? When you know the number of clock hours, materials, and equipment you have, you then organize the number of units to be taught. If no machine training is taught in another area, then it will be a part of the office practice course; if filing is not taught elsewhere, then it will be taught in office practice.

The course should include only as many units as can be taught well. Allocate the amount of time needed for teaching each unit. If the course includes too much, students will get only a working knowledge of each unit. But, if you include only a few units, the students will have a marketable skill at the completion of each unit. The office practice teacher should pretest at the very beginning of the course to determine the extent to which he will need to teach spelling, grammar, punctuation, arithmetic, letter layout, capitalization, and others. Then he should organize his activities to help each student overcome his deficiencies in these areas. Do as much group teaching as you can do effectively, and then follow the rotation plan for the balance of your teaching.

Suggested Units

A few suggested units of training that could be included in the office practice course along with suggested content follows:

Unit I, Stenography—taking and transcribing letters and other business materials; review of the latest letter forms, grammar, spelling, and punctuation problems; composing business letters and reports from memoranda and rough drafts.

Unit II, General Secretarial and Office Procedures—a thorough review of modern methods of handling mail, telephone manners, dictation and transcription problems (from shorthand and machine transcription), transfer from manual to the electric typewriter, records management, communications media, selection and procurement of materials, and equipment, duplicating processes, and filing.

Unit III, Operation of Business Machines—develop at least a working knowledge of the different office machines used in business offices in your vicinity, with a minimum amount of skill on at least one office machine other than the typewriter.

Unit IV, Secretarial Bookkeeping or Accounting—as applied to those activities which the secretary can better perform if she can interpret the accounting materials used in her daily work, if she knows something about social security and withholding taxes, expense records, budgets, petty cash, for example.

Unit V, Office Ethics and Businesslike Attitudes—hearing directions the first time, meeting callers, tact in handling difficult

situations, being on time, meeting deadlines, following directions, tact in getting others to do things, proofreading, co-operating with the group, rendering decisions on questions asked by members of the office force, not wasting time if all machines are in use, and using your own supplies.

Unit VI, Personal Adjustment and Human Relations—problems relating to the exercise of judgment by the secretary in the solution of problems in dealing with superiors and fellow workers.

Personality Development

The job of personality development is not exclusively the province of the office practice teacher, but he knows how important personal traits are to the success of a stenographer or secretary and how essential they are in day-to-day relationships.

We must provide students with opportunities to practice living together in the classroom if we expect them to be able to work with and get along well with people on the job. We must not lose sight of this fact! We *must* teach our students to work cooperatively and harmoniously with one another in doing a job well.

All the time we are developing skills and teaching for the transfer of those skills, we must also be striving to develop good character traits in our students. When we develop good character traits, we are helping the student to be a better worker, because his personality is a determining factor in his employability. A separate unit devoted to "Personality Development" might serve to emphasize its importance.

A large part of the work should be informal and individual. Individual guidance and instruction provide the best means of accomplishment. All faculty members, individually and cooperatively, should study the student, and supply the type of experiences necessary to strengthen the personal qualities wherein they find the student to be weak. It is the responsibility of everyone to stress good health habits, as well as neat and proper dress for the office.

Our standards for employability in the office practice class should be high. We may have been stressing 95, 98, or even 99 per cent accuracy in our classes as being good work, but that does not hold true in office practice. Business requires 100 per cent accuracy as acceptable or marketable work. We must require 100 per cent accuracy of our students at the completion of their training period.

Business education is a business and, like a business, it must meet the specifications of those who want to use its service. Young people must be prepared to meet business standards if the school is to be a credit to the community.—*Business Education Program in the Secondary Schools.*

"Eight per cent of the persons used their typewriting skill in one or more activities after graduation."

Goals Are Where You Find Them

By EVALYN M. OLSON
Rochelle High School
Rochelle, Illinois

MANY business teachers and school administrators are of the opinion that the traditional two-semester course in typewriting is too long and too detailed for those who do not aspire to a clerical or stenographic position. In its place they advocate a one-semester course which is commonly called "Personal Typewriting," and which is now offered in many high schools throughout the country.

Personal typewriting is a course intended to acquaint the student with the keyboard and service parts of the machine during the first part of the semester. The time remaining is given over to application activities other than those of a business nature, such as manuscripts, club reports, recipes, and the like. Since the course is designed for personal use only, "skill" is not stressed and the student is frequently permitted to choose activities of a personal-use nature which he feels are best suited to his individual needs. Those who favor such a course believe this acquaintance with the machine and application typewriting gives the student sufficient knowledge to perform the typewriting tasks of his everyday life.

Many other persons feel that the one-semester course is insufficient even for non-vocational uses, and with the diversity of opinion now existing, the classroom teacher must now and then make his own decisions. The important questions involved are these:

1. Is one semester sufficient time for students to learn the important elements necessary for using the typewriter in any situation?
2. Are many of the elements covered in the two-semester course of no practical use to the non-vocational typewriting student?
3. Is it of any importance that students have a reserve skill to fall back on if their post high school plans do not immediately materialize?
4. Can teachers foresee students' needs?
5. Can students foresee their needs?

If we are to meet the needs of students in our schools, we must first know what these needs are, and the source of much of that knowledge is vested in former students. By opening the avenues of information and applying that old Wall Street axiom to the effect that everybody is smarter than anybody, the teacher can obtain many of the facts required in determining what is needed for the students in the school where he is teaching.

During the past year, the writer conducted such an inquiry and found the results most rewarding. The pur-

A reserve skill is highly desirable for all students.

poses of the project were to find out the personal uses former students have made of typewriting over a twenty-year period after leaving high school and to determine whether personal use typewriting differs sufficiently from vocational typewriting to segregate classes and vary content according to aims.

To pursue the project the writer made a list of the students who had enrolled in her typewriting classes between the school terms beginning September, 1931, and September, 1951. For placement information purposes a record was kept of each year's students with notations of speeds, accuracy, classroom activities, and personal remarks for each individual. A representative sampling of students was obtained from school files. This sampling purposely omitted all students who were known to have used their typewriting skill in an office occupation. In other words, only those students were contacted who had not intended to pursue office occupations. The major objective was really to learn to what extent the typewriter is being used in personal-use situations.

A one-page mimeographed form on which the writer grouped all the uses commonly referred to as "personal uses" of the typewriter was sent to each student on the list. Also included in the survey form were questions such as:

1. What is your present occupation?
2. Have you ever used typewriting in office work as a stenographer or typist?
3. Do you own a typewriter?
4. Do you believe all high school students should take typewriting?

Implications of Findings for Future "Personal-Use" Typewriting Students at Rochelle High School

Eighty per cent of the students replying used their typewriting skill in one or more activities after graduation.

The chief use of the machine seemed to be vocational or semi-vocational—even for those students who were not specifically employed in clerical and stenographic positions.

There were few uses of the typewriter in personal-use situations.

One half of the number of housewives who participated in the survey, and who had not planned to use typewriting as a career, reported that they had at times been employed as substitute workers in offices when regular employees were ill or when extra help was needed

"A majority of persons favor typewriting instruction for all students."

temporarily. Many in this group reported that they are now regularly employed in offices after not having used the skill for from fifteen to nineteen years, and others stated that they intend to get office work when their children are old enough to go to school. If these samplings can be regarded exemplary of how needs and attitudes change with maturity or unforeseen circumstances, ample business typewriting and a reserve skill to be called upon when needed would appear to be highly desirable for all typewriting students.

The project revealed that those who own typewriters in their homes are the ones who are most apt to use them. Approximately 57 per cent of the personnel of this survey indicated they own typewriters. The number of standard machines slightly exceeded the number of portable machines.

The project also indicated that presently a majority of people favor typewriting for all students; in fact, all but one replying gave an affirmative answer to the question concerning this.

Summary of Major Non-Vocational Uses of the Typewriter

1. *Typewriting business papers and reports.* Some indicated doing this while operating small businesses. Others made notations of uses which had not been included in the survey as personal uses of the typewriter. These other uses were all business activities, such as "statements for my husband," "estimates for my husband," "billing," "statements," and "submitting articles to publishers."

2. *Personal business letters.* This ranked highest of any single item.

3. *Addressing envelopes.* This was rated second highest in single items and some added notations that they had earned "pin money" at times in this way.

4. *Order blanks.* Approximately 40 per cent checked this item, indicating the importance of teaching the top row of keys.

So-Called Personal Uses of the Typewriter

1. Social correspondence ranked highly.

2. College uses were checked by approximately one-fourth of those who replied and indications are that it is used more in doing the student's own work than in doing work for others or for extracurricular activities.

3. Household uses, such as recipes, labels, and scrapbooks, as well as uses for church and club activities were of definite minor importance.

Recommendations

1. Basic skill and vocational business typewriting would seem to be the best assurance that one will be able to use typewriting.

2. The speed objective for personal use should be at least thirty words a minute for five minutes with not more than three errors. This is recommended in view of the studies which have been made showing that people cannot use the typewriter as a tool of literacy unless they have this minimum skill.

SELECTED READINGS ON THE TEACHING OF TYPEWRITING

From Business Education Forum (Vols. I-VIII)

Are we teaching typewriting classes but neglecting individuals? John L. Rowe, 6:7 Nov '51

Basic skill for production typewriting. D. D. Lessenberry. 4:9 Nov '49

Better ways to practice typewriting. E. G. Blackstone. 5:12 Nov '50

Box tabulations—simplified. Frances Sadoff. 7:28 Dec '52

Bring the electric typewriter to the classroom. Ruthetta Krause. 5:19 Nov '50

Bringing "office atmosphere" to the typewriting room. Sister M. Therese. 7:16 Nov '52

Building typewriting skill and speed. Stella Willins. 4:25 Feb '50

Carbon copy facts. Marion Wood. Nov '49, p. 29.

Chicago's Kelly High School likes the electric typewriter. Edith C. Sidney. 8:20 Apr '54

Copyholders for classroom use. William R. Pasewark. 7:21 Nov '52

Course in legal typewriting as applied to conveyancing in Massachusetts. Sister Agnes Aloyse. 2:37 Nov '47

Demonstration stand for typewriting. Viola DuFrain. 7:26 Nov '52

Designing the typewriting classroom for business teacher education. Louis C. Nanassy and Christine Stroop. 7:18 Nov '52

Developing accuracy and speed concurrently in beginning typewriting. Sister Marie Edna Kennedy. 4:26 Apr '50

Developing number writing skill. Marion Corey and Edwin Weber. 8:12 Nov '53

Developing production output in advanced typewriting. Mary E. Connelly. 4:15 Nov '49

Developing skill in taking dictation at the typewriter. John L. Rowe. 2:13 Mar '48

Devices for developing production power in typewriting. Marie Jessa. 8:30 May '54

Don't call the repair man—unless . . .! Dorothy Travis. 7:13 Nov '52

Do you have an ideal typewriting classroom? Dorothea Chandler and D. W. Feller. 7:30 Mar '53

Do you practice what you teach? Margaret A. Alexander. 8:21 Jan '54

Dynamic influences in the development of number writing skill. T. James Crawford. 8:9 Nov '53

Electric typewriters help create enthusiasm and produce results. Evelyn F. Kronenwetter. 8:24 Dec '53

Electrification of the modern typewriting classroom. Philip S. Pepe. 7:11 Nov '52

Electrify your teaching of typewriting. Priscilla Ewing. 5:29 Mar '51

Error elimination. Ruth Griffith. 4:28 Dec '50

(Please turn to page 28)

A Motivative Device

By DAVID M. RUND
Shannon Community High School
Shannon, Illinois

The speed chart takes on new interest with a pseudonym.

THE familiar speed chart is one of the oldest and most commonly used motivation devices in typewriting classes. This seems natural enough in that typewriting is one of the few subjects where pupils may see their progress in "black and white." Where the teacher obtains his typewriting speed chart (from a motivation chart company, a publishing house, or the teacher's own homemade variety) does not matter. Charts enabling students to observe their typewriting growth day by day are quite fascinating and certainly facilitate instruction and pupil achievement in this "tool of literacy."

Some typewriting teachers prefer to list each student's name on the chart so that he may see his progress in relation to other members of the class. However, many teachers believe that the students should be identified by number rather than by name, to avoid unnecessary embarrassment to those who are progressing at inferior rates. Certainly it is not the intention of the teacher to publicize the names of students who are having difficulty, but at the same time number identification can be *too impersonal*. Numbers seem to take something away from the class interest in the chart. In this day and age of military service numbers, social security numbers, and so forth, it seems desirable to postpone numerical regimentation as much as possible.

A method whereby this shortcoming might be eliminated and still preserve a degree of anonymity among class members is to allow each student to choose his own nickname, write it on a piece of paper, and submit it to the teacher. The teacher will therefore be the only person who knows the identity of each nickname, although the nicknames will be listed on the chart for all to see. The writer used this device last year and found it to be an excellent way to stimulate pupil interest.

It is interesting to observe how each pupil pauses and thinks quite seriously before jotting down his own pet, but secret, nickname: comic strip characters, movie stars, literary characters, and so forth. The teacher must be prepared to be puzzled over the nicknames submitted by some members of the class, as you may surmise from the list below. On the other hand, there will be chuckles over many that are selected.

Perhaps teachers of large classes will find it more expedient to make up the nicknames and request that each pupil draw a name out of a hat, write his name on the slip of paper with the nickname, and return the slip to

the instructor. In such a case, a teacher might wish to make the nicknames uniform by placing only names of television or sports personalities into the hat. The teacher could ask the class what kind of nicknames they would like to list on the chart, and the teacher could then prepare the names so that they could be drawn at the next class meeting.

"The Turtle" was the nickname chosen by a superior academic student who was having difficulty trying to master touch typewriting. It was difficult for him to learn the principle of "purposeful repetition" which is necessary in mastering a motor skill. His sense of humor in labeling his position on the chart with such a "moniker" seemed to ease the tension that built up within himself. As a result, he learned to relax and eventually surpassed his goal by a large margin. This device also probably serves somewhat therapeutically in that it is conducive to a pleasant classroom atmosphere and aids in establishing rapport by allowing students to relax.

Teachers will be surprised at the originality of the class, and at the same time they must be prepared to censure the nicknames of a few students who show very little discretion in their choice. The teacher must be diplomatic. For example, he may call the student aside and pleasantly tell him that he admires originality, but some of the citizens in the community visiting classrooms during PTA meetings might frown upon "Lady Godiva." Of course, this can be controlled by the procedure mentioned above whereby the teacher decides upon nicknames to be used.

Here is the way the writer's beginning typewriting class lined up last year:

What Is My Name?

- | | |
|-------------------------|------------------------|
| 1. "Robin Hood" | 10. "Long John Silver" |
| 2. "Thinker" | 11. "Sure Thing" |
| 3. "Crooner" | 12. "Cyclone" |
| 4. "Range Rider" | 13. "The Shark" |
| 5. "Hot Dog" | 14. "The Turtle" |
| 6. "Fred" | 15. "Li'l Abner" |
| 7. "The Forgotten Rose" | 16. "Spring Time" |
| 8. "The Coaster" | 17. "Silver" |
| 9. "Mark Stevens" | 18. "Cinnamon" |

One caution: like any other device, this technique will be productive for only a short time. We sometimes have

"Even the typewriters are designed for the special requirements of their visually handicapped users."

a tendency to overwork a specific motivation device. After three or four weeks of use, the chart should be removed. After a month or so has lapsed, reasonable goals for each student may be marked on the bar graphs, and again the typewriting speed chart may adorn the classroom bulletin board. Perhaps some teachers may wish to add variety to this device by having a new list of nick-

names each time the speed chart appears. Judging by the interest shown in the initial try, there should be little difficulty for class members to select new nicknames when the time comes.

So there it is—"A new trick for an old dog" (the typewriting speed chart) that should add interest, enthusiasm, and atmosphere to your typewriting class.

Typewriting Instruction for Exceptional Children

LEARNING touch typewriting plays an essential part in the education of a group of Peoria, Illinois, children who will never be able to accept work as typists after they are graduated from school.

These are the partially sighted, or visually handicapped, children of this Central Illinois town who would never have been able to get a normal education without the special facilities of the Peoria School System's sight-saving classrooms.

Started 17 years ago, the sight-saving program has made it possible for dozens of children whose eyesight was too poor for them to undergo a regular course of study without special visual aids, to secure a normal education, and assume responsible positions as adults.

To make sure each child gets any special educational attention he might need, the Peoria school system examines each student thoroughly at the beginning of every school year. Examinations include tests of vision, muscular coordination, and IQ.

The IQ tests make it possible to place children in classes where the mental aptitude is about equal. If muscular coordination is below average, special orthopedic classrooms are available. Children whose eyesight is 20/70 or poorer after correction with glasses are recommended for the sight-saving program.

Once a child has gone through this screening, one of Peoria's three sight-saving teachers steps into the picture to begin explaining to both parents and child what the program is and what it aims to accomplish. The most important point about this program, stressed in every phase of its curriculum and in every conversation about it, is that sight-saving students are normal in every respect—with the one exception of their visual studies. They are carried on the rolls and participate in a good part of the work of regular classes.

A sight-saving child at second grade level, for instance, is assigned to a class corresponding with his normal

By PHILIP S. PEPE
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academic abilities. He is present in this regular classroom at all times when reading is not required, participating in verbal instruction, singing, and even gym (with his eye doctor's permission.) When his regular class takes up reading, arithmetic problems, or similar subjects, he goes to the sight-saving classroom, where he performs the same work (to whatever degree he can) with the aid of special equipment and the guidance of his teacher.

The sight-saving classrooms themselves are made up with special consideration for the delicate eyes of its occupants. Every precaution is taken to prevent eye-fatiguing glare. All the rooms have northern or western exposures so that they do not get direct sunlight during school hours. No varnish or wax is applied to the floors, desks, or walls.

The desks are not bolted to the floor, and can be pushed easily to any position where the child gets the best benefit from the light. Special maps, globes and dictionaries are printed with extra-large type on non-glare surfaces. Even the electric clocks are mounted in positions where they will cause no eye strain—between two and three feet high.

The Talking Book

Another important accessory in the sight-saving classrooms is the "talking book," the name students have given to their record players. These players are equipped with earphones so that a few children may listen at a time without disturbing the entire group. A good selection of records of classic children's stories is available to supply a background in literature which these children are unable to acquire by reading.

The three classrooms are divided so that each covers four grades. Geraldine West teaches the first four, and Sarah L. Phelps, a pioneer in sight-saving work who founded the first class in Peoria 17 years ago, teaches the next four. Florence Matson, who holds a master's

degree in the teaching of the visually handicapped, supervises the high school students.

Typewriting is important at every level of this program because of the difficulties these children encounter in writing by hand. Even with the wide-ruled, non-glare manila paper which they use in all their work, it is difficult for many of them to write clearly because they can barely see what they are doing. This, of course, makes it equally difficult for teachers to correct their handwritten papers. For these reasons, typewriters are used wherever possible and typewriting instruction begins right from the first grade.

Typewriting instruction for sight-saving children is almost all verbal, especially at the beginning. Keyboard charts and exercise sheets would only increase eyestrain, so the sight saving teachers overcome this problem by placing a child's fingers on the proper keys and directing typewriting exercises verbally. Within a year, the average student is proficient to the point where he can prepare most of his lessons on the typewriter.

Even the typewriters are designed for the special requirements of their visually handicapped users. The majority of those now in use, have a type face especially adapted for sight-saving students. The letters printed by these machines were drawn as close as possible to the simple block lettering which the children read and understand best. They are all capital figures, six characters to the inch.

Because the figures are so large, normal keys tend to leave an uneven impression when striking the platen, with the center portion darkest and the edges fuzzy. To produce an impression which is even all over, the manufacturer, at no extra cost, equipped these machines with hand-engraved keys whose faces are curved to correspond with the typewriter platens.

These large-key typewriters have still another important role. Each teacher has an electric machine which she uses to type the textbook lessons for her students. A few readers have been especially printed in large type, but most textbooks are available only in the small type editions used by normally sighted children. In order for the children to keep up with their studies, the teachers must type copies of all their textbook assignments on the bulletin typewriters.

Preparing all the textbook assignments for a dozen or more pupils is not an easy matter. It is common practice for the sight-saving teachers to take an electric typewriter home with them over the summer, and spend four or more hours nearly every day of their vacation typewriting the lessons for the coming year. They receive no extra pay for this work.

For many years, the teachers had to typewrite each textbook individually. Carbon copies are unsatisfactory for this work and no suitable duplicator was available.

The type is too heavy for mineograph stencils and carbon reproducers were all an eye-straining purple.

The carbon which leaves a black impression has been a big help. However, constant changes and revisions of textbooks still manage to produce a heavy volume of typewriting assignments for the sight-saving teachers each year.

Through all the classroom and spare time work which the teachers must do, they never lose sight of their goal to make their educational program as near normal as possible so that their students will become adults leading lives which are as near normal as possible.

Their encouragement comes in large measure from the efforts and successes of their students. In this respect, they have had ample rewards.

Case Histories

A good case in point is the story of Louise Bianchi who lived in Pottsville, Illinois, 14 miles from Peoria, a town whose schools had no sight-saving facilities. By the time she reached high school, Louise realized she would be unable to continue her education without special help.

Peoria school officials were happy to make the sight-saving facilities of Peoria Central High School available to her, but they could do nothing about transportation. Louise managed the transportation problem on her own—walking the 14 miles back and forth almost every day. She caught a ride once in a while, but since her high school years coincided with the gas rationing era of World War II, the pickings were lean as far as hitchhiking was concerned.

Following graduation from Peoria Central High School, Louise went to work as an operator for the Illinois Bell Telephone Company. Showing the same determination there as she had in her school work, Louise has moved ahead and is now a supervisor.

Gerald Chambers, an employee in the tool department of the big Caterpillar Tractor plant in Peoria, was able to seek normal employment after 12 years of sight-saving education. Today, he is the sole support of his mother and younger brother. Jimmie, 8, was a sight-saving student at Peoria's Blaine Sumner Elementary School.

Nancy Shiveley, a normal Peoria housewife today, graduated as third ranking student in a class of more than 275 at Peoria Central a few years ago, thanks to that school's sight-saving facilities.

The stories could go on indefinitely. They are all the same. They are stories of normal people living normal lives—the aim of the sight-saving program. If success, therefore, consists of the achievement of a goal, then they are living testimony to the fact that sight-saving education is a sound investment.

The Mountain-Plains News Exchange

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Volume III

Fall 1954

Number 1

MESSAGE FROM THE UBEA PRESIDENT

MPBEA Leadership. There have been many significant developments in the history of business education in the past decade but none more significant than the organization of MPBEA. That this association was formed is a tribute to the leadership of business educators in the Mountain-Plains Region and a manifestation of the American way of life. That it has taken its place among the major business education associations attests to the wisdom and foresight of that leadership. That it continues to grow justifies the faith of that leadership.

The school year 1954-1955, as other years in the past, will offer many opportunities to the membership of MPBEA to demonstrate its recognized professional stature through contributions to our periodicals; attendance at business teacher meetings and conferences, particularly the 1955 Denver convention; participation in convention programs and workshops for the improvement of business education; closer cooperation with business; and a substantial increase in membership. That these things will be done by the members of MPBEA, I have not the slightest doubt.

The UBEA wishes for the officers and members of Mountain-Plains continued professional growth and the realization of your fondest professional hopes.—THEODORE WOODWARD, *President, United Business Education Association.*

ALONG THE TRAIL

Here and There. Archie Thomas, Kansas Membership Chairman and his committee increased the UBEA-MPBEA membership from 160 to 251 last year. . . . Elsie Jevons of the University of Nebraska vacationed abroad with a trip through the Scandanavian countries. . . . Ruth I. Anderson of North Texas State College, Denton, attended the convention of the National Secretaries Association at the Waldorf-Astoria in New York City. . . . L. M. Collins, General Chairman of the 1954 MPBEA Convention in Dallas, has recently been elected a national director of the National Office Management Association and is assigned to Area 10 (New Mexico, Oklahoma, Texas, Arkansas, and Louisiana). . . . Marie Robinson and Agnes Kenny, business teachers in Denver (Colorado) spent the summer vacationing in the British Isles and Europe. . . . Two large delegations of workshop students from the University of Texas (Austin) and North Texas State College (Denton) attended the MPBEA Convention as a part of their summer graduate programs. . . . Mac Reinert of Hoisington (Kansas) succeeds Edna Lee as secretary-treasurer of the Kansas Business Teachers Association. Luvicy Hill and Wayne House discovered that this world of ours can be a small one at times. These two University of Nebraska staff members vacationed in the West—Miss Hill in Oregon and Washington while Dr. House and his family toured the Grand Tetons and other vacation spots. Guess what happened! Without preplanning, they exchanged greetings beside Old Faithful at Yellowstone National Park.

NOVEMBER, 1954 :



CONGRATULATIONS—Lloyd Douglas (right), UBEA president, 1953-54, congratulates Vernon Payne upon his election to head the Mountain-Plains Business Education Association, a Region of UBEA. Mrs. Payne (left) is now the first lady of MPBEA.

A MESSAGE FROM THE PRESIDENT

MPBEA Moves Forward—This marks the fourth year of activity of the Mountain-Plains Business Education Association. In looking back over the record of this association during the past three years we can well be proud of what we have been able to accomplish in this short period of time. Our signs of progress are evident on both the national and state level. We have actively cooperated with the National Education Association in the Centennial Action Program. We have had a remarkable increase in the number of FBLA chapters organized in the Mountain-Plains area and these chapters are giving their financial support to the NEA building program.

During the three years we have been in existence we have consistently operated in the "black," which is an enviable record for a young organization. We have shown a gradual but steady increase in membership since the association was organized in 1952. Finally, we have held three outstanding national conventions.

It is interesting to note that the former UBEA president, Lloyd Douglas, in his message which appeared in the *News Exchange* in the 1953 fall issue, predicted that the total unified membership presented in the Mountain-Plains Region by convention time would be another "high point" in business education progress. That prediction became a reality; we increased our membership by 25 per cent over the preceding year. Although we are growing rapidly we must make a concerted effort to further increase the number of active members in the Mountain-Plains Business Education Association. Our association is still in its infancy and will not become full grown until every business teacher in Region IV has joined our ranks.

Now is the time to take care of your 1954-55 membership and to make plans for attending the fourth annual convention in Denver, June 16-18.—VERNON PAYNE, *MPBEA President.*

MPBEA EXECUTIVE COMMITTEE**PRESIDENT**

Vernon V. Payne, North Texas State College, Denton

VICE PRESIDENT

Clyde I. Blanchard, Tulsa University, Tulsa, Oklahoma

EXECUTIVE SECRETARY

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South Dakota—Mayme Van Gerpen, Southern State Teachers College, Springfield

Texas—L. M. Collins, IBM Corporation, Dallas

Wyoming—O. A. Libbey, High School, Wheatland

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EDITOR

Jane Stewart, University of Nebraska, Lincoln

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Colorado—Agnes M. Kinney, North High School, Denver
 Kansas—O. O. Barnett, Shawnee Mission High School, Merriam, Kansas

Nebraska—Elmer Schick, Northeast High School, Lincoln

New Mexico—Floyd W. Kelly, New Mexico Highlands University, Las Vegas

North Dakota—Herbert Schimmelpfennig, High School, Mohall

Oklahoma—John Binnion, Northwestern State College, Weatherford

South Dakota—Dorothy A. Hazel, High School, Brookings

Texas—Ruth Anderson, North Texas State College, Denton

Wyoming—Margaret M. Chastain, High School, Worland

WE SALUTE . . .

. . . Bernard Shub, Shawnee-Mission High School, Merriam, Kansas, who was elected president of the Future Business Leaders of America at the Third National FBLA Convention in Dallas, Texas, June 12-15. Bernard had been elected president of the Kansas FBLA in March but resigned as soon as he was elected to the national office. He is now a freshman at Kansas State Teachers College. . . . Barbara Humphreys, Breckenridge, Texas, who was elected national vice-president from the Mountain-Plains Region of FBLA. Barbara is a sophomore business education major at North Texas State College in Denton. . . . Beverly Jean Crew of Oklahoma City who was selected "Miss Future Business Executive of 1954." Twenty-eight FBLA members were interviewed in the Mr. and Miss Future Business Executive contest. Miss Crew is a senior business education major at Oklahoma College for Women, Chickasha.

We also salute all MPBEA members who have acquired new degrees. A few

of the recent graduates are given here. Milton Olson, business teacher at Lindsborg (Kansas) High School, completed the master's degree at Kansas State Teachers College, Emporia. . . . Patsy Price completed the master's degree at Indiana University, Bloomington, this summer and is teaching at State College, Arlington, Texas. . . . Earl Nicks, University of Denver, was awarded the Ed.D. degree by New York University this summer. His dissertation entitled "Book-keeping Duties of Non-Bookkeepers" was approved in June. . . . Vernon H. Upchurch of East Central State College, Ada, Oklahoma, was granted the Ph.D. degree by the University of Texas and, also, a CPA certificate from Oklahoma. . . . Elsie Null of Oklahoma College for Women, Chickasha, received the Ed.D. degree from the University of Oklahoma. . . . Glenn Overman of Oklahoma City University received the D.C.S. degree from the University of Indiana.

MPBEA CONVENTION

Vernon Payne, head of the department of business education at North Texas State College, was elected president of the Mountain-Plains Business Education Association, a region of the UBEA, at its annual convention held in Dallas on June 17-19. Dr. Payne was the first treasurer of the association and was later elected vice president. He also served as program chairman for the 1954 convention.

The new vice president is Clyde I. Blanchard, head of the department of business education at the University of Tulsa. Ruben Dumler of St. John's College, Winfield, Kansas, was elected treasurer.

The convention opened with a dinner session at which D. D. Lessenberry of the University of Pittsburgh spoke on the topic "For the Minds of Men." There was a full day of round table sessions where consideration was given to what is being done in subject matter areas in the MPBEA Region, an evaluation of what accomplishments have been made, and what must be done for the future. The discussion sessions and the chairmen follow: *Typewriting*—John E. Binnion, *Distributive Education*—Walter Elder, *General Business*—Robert Hitch, *Short-hand*—F. Kendrick Bangs, *Office and General Clerical*—Faborn Etier, *Book-keeping*—Wayne House, *Public Relations and the High School Business Department*—Dorothy H. Hazel, and *Public Relations and the College Business Department*—Donald Tate.

The first general session featured a panel discussion on "A Decade Ahead in Business." The panel included four local businessmen—J. E. Russell, John Stuart, James Bryson, and Leslie Cook—and three college deans—Eugene Hughes, Glenn Overman and Cecil Puckett. The second general session was devoted to a convention appraisal symposium with Clyde I. Blanchard as chairman.

In addition to the special demonstrations on production typewriting, duplicating machines, electric typewriters, and shorthand, the convention participants had an opportunity to visit the commercial exhibits of office equipment manufacturers and publishing companies.

The convention closed with an address by Robert E. Slaughter of the McGraw-Hill Book Company. Earl G. Nicks, president of the association, presided at the executive meetings and the general sessions. L. M. Collins served as general chairman for the convention.

Opposite Page . . .

OPENING BANQUET (5) . . . Some of the state representatives are shown in the foreground at the banquet. Convention entertainment included the opening banquet, a buffet supper with a program composed of professional entertainers, and the Adolphus Ice Show.

LUNCHEON (6) . . . Among the groups which held special luncheons at the convention was the Executive Committee of the Business Education Section of the Texas State Teachers Association.

PANEL (7) . . . Robert E. Slaughter (second from left) served as moderator of the panel discussion on "A Decade Ahead in Business." The panel members represented business and education. Shown with Mr. Slaughter are Earl Nicks (standing), John Stuart, J. E. Russell and Eugene Hughes.

GENERAL SESSION (8) . . . President Earl Nicks (standing), Cecil Puckett (extreme left), Leslie Cook and James Bryson participated in the panel discussion at the first general session of the convention.

MEMBERSHIP WORKERS (9) . . . Among the persons in the "spotlight" at the convention were the state membership chairmen. Shown here are Edna McCormick, a former state chairman in Colorado; Dorothy H. Hazel, South Dakota; Clyde Blanchard, Oklahoma; and Ruth Anderson, Texas.

PANEL (10) . . . Dorothy H. Hazel (standing) presided at the panel discussion devoted to "Public Relations and the High School Business Department." The discussants included (left to right) O. A. Parks, Olga Wagner, Mayme Van Gerpen, Dorothy Travis, and Lloyd Douglas.



RETIRING OFFICERS—Left to right are Robert Hitch, treasurer; Vernon Payne, vice president; Hulda Vaaler, executive secretary; and Earl Nicks, president.



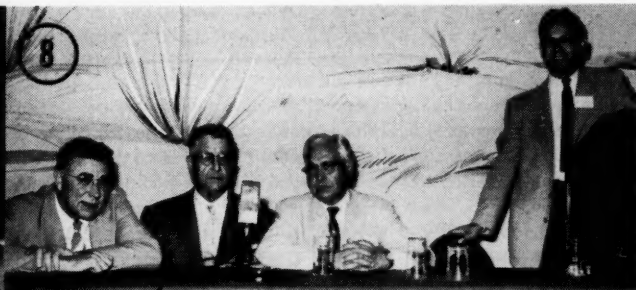
NEW OFFICERS—Left to right are Clyde Blanchard, vice president; Ruben Dumler, treasurer; Vernon Payne, president; and Hulda Vaaler, executive secretary.



DEMONSTRATION—The convention program was planned to provide ample time for members to visit the commercial exhibits for demonstrations of new classroom equipment.



DEMONSTRATION—Exhibitors answered many questions asked by business teachers who inspected equipment and new textbooks which were displayed at the convention.



ALONG THE TRAIL

Graduate Study. Quentin S. Oleson of Kaylor, South Dakota, is pursuing graduate study at the University of California, Los Angeles. Nina Jerde of Lead succeeds Mr. Oleson as president of the South Dakota Business Teachers Association. . . . Angie Carnahan and Walter Pike have accepted teaching fellowships for the winter session at North Texas State College, Denton. Both students are working toward the master's degree in business education. . . . Nonda Herman, University of Nebraska, attended the State University of Iowa this summer to pursue doctoral studies. . . . Carolyn Currie of the School of Business, North Texas State College, Denton, is on a leave of absence to work on the doctorate at Northwestern University. . . . Dorothy H. Hazel, High School, Brookings; and Marie Boese, High School, Freeman, South Dakota, began graduate study at the University of Denver in June 1954.

New Addresses. Betty Burns from North Texas State College to Roswell, New Mexico. . . . Juanita Rauch, formerly of the University of Denver, is now Mrs. Lavern Sivits of North Platte, Nebraska. . . . Ruth Pace from Joplin (Missouri) Senior High School to Shawnee-Mission High School, Merriam, Kansas. . . . Lenell Slaten from Shawnee-Mission High School, Merriam, Kansas to assistant registrar at Kansas State Teachers College, Pittsburg. . . . Clara Tow from Stanton (Nebraska) High School to Bethany College. She received the M.A. degree this summer at the University of Nebraska. . . . Norman Cameron, Texas Technological Institute, has joined the staff at Hillyer College, Hartford, Connecticut. . . . Esther Knutson is on leave of absence from Mitchell High School and is a part-time instructor at the University of South Dakota for the current year.

NOTE: Please send news items for the next issue of the Mountain-Plains News Exchange to your State Membership Chairman before February 1, 1955. News concerning the state affiliated associations should be mailed to the United Business Education Association, 1201 Sixteenth Street, Washington 6, D. C.

MEMBERSHIP ROUNDUP

WHAT IS OUR POTENTIAL MEMBERSHIP? How many business teachers are there in the nine state Mountain-Plains Region? Then, how many of these should we expect to become members of the national professional business education organization that represents their special interests?

A quick examination of the number of business teachers in this region indicates that conservative estimates show at least 4000 business teachers whose primary professional interest is business education. There are probably 3000 more teachers who teach some business subjects but most of whom are primarily interested in some other field. When we consider how many of these people should become members of MPBEA-UBEA, the answer is easy—all 4000 of those primarily interested in business education. However, 100 per cent is difficult in any group. Perhaps, our goal should be established on some then 2500 members by 1956, and 3000 by the 1957 Centennial Year.

Each state in the Mountain-Plains Region has a membership goal which is both reasonable and attainable. The state chairmen and their co-workers are charged with the responsibility of inviting business teachers to become members of and share in the activities of the Associations United.

Those of us who are members know that every business teacher benefits from the growth in prestige and professional standing which the United Business Education Association brings our profession. We also know how important it is that every business teacher belongs to the organization that works for him professionally. Of course, for the most part, non-members do not have an opportunity to read this message so you, the active member, must help yourself and your organization by telling the non-members why it is so important that they belong to Associations United—MPBEA-UBEA. The only way we can have a unified business education organization is for each business educator to work for unity and support the action needed to bring it about.—E. C. MCGILL, *National Membership Chairman.*

Please use this application to renew your own membership or to enter a new membership in UBEA-MPBEA.

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YES, I want professional membership in my specialized association—UBEA-MPBEA. Please send the publications and reports to the address below. My check for \$_____ is enclosed.

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Type of Membership Service (Please check)

- ☐ **Basic Service**—Including full active privileges in the unified associations and a year's subscription to the Business Education Forum and special membership releases \$5.00
(Budget Rates: 2 years, \$9.00; 3 years \$12.00)
- or
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(Budget Rates: 2 years, \$13.50; 3 years \$19.50)
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Make check or money order payable to United Business Education Association. Give to State Membership Chairman or mail to Hollis Guy, UBEA Executive Secretary, 1201 Sixteenth Street, N. W. Washington 6, D. C.

Your last FORUM address if different from above address.

The Business Education Program in the Secondary School

The National Business Education
Quarterly. Edited by Hamden L.
Forkner, 1949, 176 pages, \$1.00.

This publication describes the characteristics of a good business education program in the secondary school in terms of housing, equipment, and teaching aids; teachers; supervision; selection, guidance, placement, and follow-up; extraclass activities; coordinated work experience; adult evening classes; research; and evaluation of the effectiveness of the teaching in shorthand, typewriting, bookkeeping, basic business, distributive occupations, and clerical practice. It discusses what business education can contribute to general education, vocational competency, and community relationship and how teacher education institutions, the U. S. Office of Education, and state departments of education can cooperate and assist in the development of all phases of business education.

UBEA

1201 16th Street, N. W.
Washington 6, D. C.

IMPORTANT TO MEMBERS

- If your mailing address is to be changed, please notify your national headquarters office at the earliest possible moment so that you may continue to receive your copies of BUSINESS EDUCATION FORUM without interruption.
- It is important also that you give both the new and the old addresses when renewing a membership if the present address is different from the one at which you received the last copy.
- Back issues of the 1954-55 FORUM are not available on memberships entered following the month of publication.

Are you preparing your students to cope with the economic facts of life?

Education in money management is in keeping with the national trend to give students training in the practical affairs of living. Including money management in your teaching will help your students face up to their responsibilities as consumers and develop standards of values that will enrich their entire lives.

For 25 years Household Finance Corporation has maintained a Consumer Education Department to help individuals and families acquire skill in effective money management. Of the many booklets prepared, three have proved outstanding in making the teaching of money management intensely interesting.

The first of these booklets, *Money Management, Your Budget*, is aimed at the adult level but has been used successfully in senior high, college, and adult education classes.



It is a personalized system for managing income. Its usefulness and appeal come from the fact that it is a flexible plan to allow each person or family to choose how he will spend his money.

The second booklet, also new, *Money Management for Young Moderns*, reflects the comments and criticisms of teen-age students who tried out the original draft. As a result, it talks to teens at their level—raises questions directly related to their problems—and shows how to solve them.



Young Moderns is full of the kinds of problems which you can expand into group discussions. Let me give you just one example. At a certain point in the booklet, students are asked, "Can you set your own standard of living or do you follow the crowd and spend as it spends?" I think you can readily see how many provocative ideas can be set off by a key question such as this one.

This third booklet, *Money Management, Children's Spending*, is a guide in

teaching children the value of money. It is based on the philosophy that no one is born with the ability to spend money wisely—it has to be taught.

Learning to handle a small sum of money in childhood is valuable experience in meeting the complex money problems that arise as children enter high school and later assume the responsibilities of adults.

Money Management, Children's Spending tells how to start a child on a small allowance; how to determine the amount of the allowance; what an allowance should cover; and gives the answers to many other problems that arise when a child starts handling money. Information is presented to guide parents in developing a healthy attitude toward money which in turn will carry over to the child.

Our research has proved how eager all people are to know how to manage money successfully. There are many areas of education in which money management can be included effectively. Are you giving your students the training they need to meet successfully their financial problems today and in the future?

If you would like any one of these booklets, we will be happy to send you a free copy. Use coupon below.

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The five-part answer to this new ease of operation is given below. But it all adds up to this: You, and how you teach, helped determine the design of this new electric typewriter. It was engineered for *you* and for your pupils.



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Selected Readings

(Continued from page 17)

- Grading plans for college classes. Frank Lanham and Irene Place. 3:46 Nov '48
- Grading plan for a typewriting program. Marion M. Lamb. 3:31 Nov '48
- Grading typewriting papers. Earl Clevenger. 3:41 Nov '48
- How to get better results on production typewriting. S. J. Wanous. 4:13 Nov '49
- How to show a motion picture in the typewriting classroom. Priscilla M. Moulton. 4:13 Jan '50
- Human relations in typewriting classes. Catharine Stevens. 2:32 Nov '47
- I like to teach beginners. Inez Ahlering. 5:26 Jan '51
- Ideal audio-visual equipment of typewriting. E. Dana Gibson. 8:15 Nov '53
- Individual differences in typewriting. Robert W. Blume. 6:26 May '52
- Individual differences in typewriting. Christine Stroop. 6:28 Jan '52
- Individual differences, let's do something about. Katherine C. Blum. 6:28 Mar '52
- Inexpensive copyholders. Muriel Van Orden. 7:23 Nov '52
- Intuitive approach to letter placement. Philip S. Pepe. 2:29 Nov '47
- Is there such a thing as method in typewriting? Estelle L. Popham. 5:21 Nov '50
- Justification for a typewriting grading plan. John L. Rowe. 3:35 Nov '48
- Materials arrangement for improved production in typewriting. Helen Reynolds and Anthony Lanza. 4:15 Jan '50
- Meeting individual differences in the typewriting class. Alice Harrer. 6:9 Nov '51
- Modern approach to keyboard learning. Leonard J. Weisberg. 4:29 Oct '49
- Motivating devices for beginning and personal-use typewriting. Theodore Yerian. 3:10 Jan '49
- Motivating devices in the learning of typewriting. Doris Howell. 5:31 Mar '51 and 5:30 Apr '51
- Motivation devices for students in advanced typewriting. Donald C. Fuller. 2:8 Oct '47
- Motivation devices for students in college typewriting classes. E. C. McGill. 3:10 Feb '49
- Motivation devices for typewriting in the secondary school. Mary Sufana. 3:8 Oct '48
- Objectives for high school typewriting. Russell J. Hosler. 3:44 Nov '48
- Performance standards in typewriting. Harves C. Rahe. 3:38 Nov '48
- Personal equation in typewriting courses. Sister M. Marguerite. 3:10 Dec '48
- Personal-use typewriting. Helen Reynolds, Nov '50 p. 23.
- Personalize your teaching. Charles F. Recktenwald. 6:16 Nov '51
- Pipe organ method of teaching numbers. Zillah K. MacDonald. 3:9 Mar '49
- Prevention or cure—in typing! Frances Doub North. 4:25 Mar '50
- Procedures and techniques for developing statistical skill in advanced typewriting. Harry Huffman. 2:25 Nov '47
- Production typing concepts. Esta Ross Stuart. 4:27 Jan '50
- Proofreading. Virginia D. Henning. 5:28 Oct '50
- Reference books—a primary need for the modern typewriting classroom. Sister M. Alexius Wagner. 7:26 Jan '53
- Relaxation in typewriting classes. Kathleen Flood. 6:26 Dec '51
- Replace apathy with action, our challenge. Arlisle Wolff. 6:20 Nov '51
- Scales for grading typewriting timed writings. Sister Bernadette Marie. 3:29 Nov '48
- Slow learners in typewriting, is there a place for? Adrienne S. Rodriguez. 6:14 Nov '51
- Speed building techniques for advanced typewriting. Viola DuFrain. 2:31 Nov '47
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- Standards and objectives for college typewriting. James M. Thompson. 3:48 Nov '48
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- Statistical typewriting—a new job classification. Elizabeth Butler. May '48, p. 10
- Storage of supplies. James L. White. 7:20 Nov '52
- Storage of supplies for the typewriting classroom. Juanita E. Carter. 7:30 Apr '53
- Survey of the use of pica and elite typewriting. M. L. Bast. 3:10 Apr '49
- Teaching electric typewriting—a new experience. Laddie J. Fedor. 5:31 May '51
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- Teaching machine manipulation for erasing by means of photographic projection. Helen Shippy. 5:31 Nov '50
- Teaching method—does it matter? Leonard Jordan West. 8:24 Feb '54
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- Typewriting laboratory, an aid in solving individual differences. George Johnson. 6:18 Nov '51
- Typewriting numbers in clerical practice. Marian Heinen. 8:13 Nov '53
- Typewriting, syllabication. Juanita M. Rauch. 1:39 May '47
- Use the electric typewriter in your office practice laboratory. Marion Wood. 5:15 Nov '50
- Visual presentation for teaching tabulation. June Ann Kistler. 3:11 Nov '48
- What about junior high school typewriting? Margaret E. Andrews. 8:30 Oct '53
- What about typewriting production? Frank E. Liguori. 4:23 Nov '49
- What we know about typewriting—from research. Joint Committee on Coordination and Integration of Research in Business Education. 8:31 Mar '54
- When beginning and advanced typewriting students are placed in the same class. Marion Wood. 2:17 Dec '47

UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, Editor
MINA M. JOHNSON, Associate Editor

TESTING AND GRADING IN BEGINNING SHORTHAND

Contributed by Marie S. Benson, Whitewater State Teachers College, Whitewater, Wisconsin.

VARIOUS TYPES of tests might be given in beginning shorthand. The testing program described begins after the end of the second week. No test is ever given until the teacher has gone over with the students in advance the type of test to be given and how it works. Good habits might just as well be taught at the outset. There is a certain ritual to follow as to placement of the date, the name, paragraphing, capitalization, complimentary close, and the like.

First Type of Test

The first test is one of transcription from the excellent shorthand notes in the textbook. The students select the testing day. Tuesday or Thursday is *the* day. At the beginning of the hour, each student takes from the shelf a little red spelling book, so that he may be sure of his accuracy. Each test is ten minutes long. If Lessons 1-9 have been covered by the end of the second week, then on the following Tuesday letters from the textbook are transcribed from shorthand into longhand. The selections may be Nos. 64, 54, and 47. This makes a total of 173 words. It is doubtful if any student will write all the letters at this stage of the game. However, it is good practice to give more letters than can be written in the ten minutes. This type of test continues for approximately twelve weeks.

Students exchange papers and the teacher reads back from the key. Spelling, punctuation, capitalization, colon after the salutation, comma after the complimentary close, and other points are discussed. Each paper is given three grades: the total number of words written, the transcript errors, and the spelling errors. The papers will be labeled thus: 112 meaning—words written, 112;

$\frac{3}{0}$

transcription errors, 3; spelling errors, 0.

All spelling errors are kept by the student and the teacher. Each student is given a 4 x 6 card (to be kept in his book) on which he records his own errors. Periodically, there is an oral spelling exercise or a spelldown.

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

The scores made on these transcription tests are accumulated from week to week. At the close of the grading period, six or nine weeks, there are three grades available. Each student gets a final grade on this type of test according to his rank in the total number of students in the class.

LETTER #64—ILLUSTRATION OF FIRST TEST

Dear Nieghbor:

Your little girl is safe in your kichen when it has a Gates Range. You see on a Gates Range the burners are placed safely at the back of the range so that your little girl cannot readily reach them from the floor.

These ranges sell from \$140 to \$250. They are really a fine by.

Yours truly,

The score on this paper is 60 , interpreted: words writ-
 $\frac{0}{3}$

ten, 60; transcript errors, 0; spelling errors, 3—neighbor, kitchen, and buy. Spelling is corrected at this time and the words put on the card for future review.

The Second Test—Brief Forms

The second type of test used is the brief form test. There are three of these during the semester. The first is usually given after Lesson 16 or 17; the second, after 34; the third, when all the brief forms have been taught. Each time, all brief forms to date are used. All of these are duplicated, providing lines on which the students write. Ten errors are allowed on all the tests. The time allowed depends on the caliber of the class: 10-12 min. on the first; 15 min. on the second; 20-25 min. on the third. (In the second semester, the entire list is dictated and transcribed into longhand; but in the first semester, the forms are written from copy. Perhaps a sentence or letter test on brief forms would be better; but this one is easy to score!)

The Third Test

This test is the writing into shorthand from longhand and making use of the marginal reminders. Early, longhand writing speed from straight copy should be determined. Punctuation is stressed from the very beginning; after Lesson 37, marginal reminders are included in the testing program.

As students prepare assignments, they always insert the punctuation as found in the marginal reminders.

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SHORTHAND

When reading from textbook or from notes, each student is asked to insert the punctuation and give the reason for its use.

Each Tuesday, one letter taken from the previous week's letters is written in shorthand. Students are given duplicated copies as indicated in the illustration below. These papers are corrected in class and explanations given as to the "why" of punctuation or outlines. Stress is placed on phrasing, since there are both "may" and "must" phrases. The "must" phrases become automatic by drilling on them frequently.

LETTER #423—ILLUSTRATION OF THIRD TEST

Dear Miss Ruth:¹

I understand that John Bell,² your boyhood friend,³ unhesitatingly accepted the position of secretary of the Education Committee. Under the circumstances,⁴ we are fortunate indeed. When I selfishly submitted his name for the assignment,⁵ I thought our chances of ultimately getting him were hopeless.

I know John will do a fine job.

Yours very truly,⁶

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

Write into your best shorthand: watch phrases, sizes of vowels, length of strokes:

This exercise is duplicated on one sheet. The students first indicate on a blank line after each number the reason for each mark of punctuation. This section is followed by blank lines on which the students write into

shorthand the letter selected. All punctuation marks are inserted into the writing.

The grading of this test is as follows: errors in punctuation, spelling, shorthand outline: 1/1/7. This means 1 punctuation, 1 spelling, 7 errors in shorthand outline. Again, these grades accumulate into a total score.

Fourth Method of Rating

There is a great deal of reading in class. The key and textbook, magazine material, and reading of individual letters are used to determine the reading speed. Each student is given the opportunity to read three 3-minute periods, from which an average is determined. Timing makes for speedy reading; and speedy readers make faster writers.

The Final Examination

Since ability to transcribe from dictation is the goal of the second semester, no testing of this type is done at the end of the first semester. However, the students have been taking dictation from 1 to 5 minutes on practiced material and from 1 to 3 minutes on new material. The final examination consists of:

1. Each student selects 25 letters from the textbook. These lists are tabulated, and the 25 letters receiving the greatest number of votes are listed. The final examination is taken from these 25. Five typewritten letters (out of which the students select any 3) are duplicated. These are written into shorthand.

(Please turn to page 40)

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BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor
WILLIAM SELDEN, Associate Editor

YOU CAN HAVE FUN IN BOOKKEEPING

Contributed by A. E. Rhollans, Withrow High School, Cincinnati, Ohio

BOOKKEEPING has long been considered a basic subject for business. If this is true, it should be taught in such a manner that the pupils will enjoy taking the subject and the teacher will be happy in teaching it.

In teaching bookkeeping it is necessary to give the pupils an occasional phrase or catchword which will remain with them while they are learning and working practice problems. Here is a novel way in which to introduce the subject of bookkeeping:

Write on the blackboard the word "Alpie" and ask the pupils to indicate whether they think "Alpie" is a boy's or a girl's name. Most of the pupils will choose one or the other. Next, bisect "Alpie" by drawing a line between p and i and proceed to complete the diagram shown below.

A L P I E

Balance Sheet:	Profit and Loss Statement:
Assets	Income
Liabilities	Expense
Proprietorship	

This little "tom-foolery" takes only a few moments of time, yet it brings a class to life and is a useful tool in introducing beginning pupils to the classification of accounts.

By this time, the interest of the pupils is somewhat aroused. The teacher might name a few common business assets. Soon a working definition of an asset can be formulated. Liability and proprietorship accounts can be treated in like manner.

Understanding the Cash Account

Progressing then from a discussion of the broadest concepts of the five classes of accounts, we then take up a more detailed study of the cash account. In many businesses cash is involved in fifty per cent or more of the transactions. If a pupil understands the cash account, he can work himself out of many situations in which he has to decide what accounts to debit and what accounts to credit. It is desirable in the early lessons in bookkeeping to analyze each transaction carefully, noting that in each case, at least two accounts are affected.

As time goes on, it becomes evident that a pupil should know certain things about each account in the chart of accounts for the particular exercise or set he is working. The following example shows a good drill in teaching pupils the classification of accounts:

It takes only a few minutes every few mornings to have the pupils classify about ten accounts. In a short

NAME OF ACCOUNT	CLASSIFICATION	BALANCE	STATEMENT	CLOSED?
1. Cash	Current Asset	Debit	Balance Sheet	No
2. Sales	Operating Income	Credit	Profit and Loss	Yes
3. Return Sales and Allowances	Minus Income	Debit	Profit and Loss	Yes
4. Store Equipment	Fixed Asset	Debit	Balance Sheet	No
5. Allowance for Depreciation of Store Equipment	Minus Fixed Asset	Credit	Balance Sheet	No
6. Depreciation of Store Equipment	Selling Expense	Debit	Profit and Loss	Yes
7. Discount on Purchases	Other Income	Credit	Profit and Loss	Yes
8. Capital Stock, Common	Proprietorship	Credit	Balance Sheet	No
9. Prepaid Insurance	Deferred Asset	Debit	Balance Sheet	No
10. Subscriptions Collected in Advance	Deferred Credit	Credit	Balance Sheet	No

while they can do it well, make a good grade, and acquire necessary knowledge in a rather pleasant way.

This classification device can be used throughout first and second year bookkeeping. At first the pupils would classify an account such as delivery equipment merely as an asset account. Later they would be required to state that it was a fixed asset. The pupils soon learn that if an account is shown on the profit and loss statement, it will be closed when the closing entries are made, and that if it is listed on the balance sheet, it will remain open and will not be affected by the closing entries.

Stressing accuracy is one of the chief problems of a bookkeeping teacher. His pupils may have just come from a typewriting class where emphasis is continually placed upon speed. Exercises in bookkeeping may often cover several days or even weeks of work. A mistake made one day and not properly corrected, may cause trouble days or weeks later.

It may be well to point out to pupils that if they get nine out of ten problems right in a math class they have an excellent chance of getting either an A or a B grade; but in a bookkeeping class a pupil cannot afford the luxury of being wrong one time out of ten. Too much time and energy must later be used in finding the error and correcting it.

Some pupils have greater capacity than others, and they can think and write faster than others in a class. It is desirable early in a bookkeeping class to emphasize the fact that the pupil should, at all times, strive for accuracy and neatness rather than speed. It was the turtle that won the race, not the hare.

I believe in somewhat frequently illustrating a point with an appropriate story. This tends to keep the studying of bookkeeping from becoming boring and, incidentally, I have a little fun myself. For example, when

(Please turn to page 38)

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

USE PLENTY OF AIDS IN THE BUSINESS MACHINES CLASS

Contributed by L. A. Roberts, Napa Junior College, Napa, California

THE CLASS in business machines differs from most of the other classes in the business curriculum in that pupils are usually assigned to different activities on a rotation basis. Each group performs different activities and uses different machines and supplies. Of course, the business machines teacher cannot work with each group all of the time, and the rotation plan thus places more responsibility on the student and demands that he think while he works. The necessary thinking is not abstract and does not require a high IQ, but it is a type of alertness, care, and reasoning that is essential for the assumption of responsibility in the business office.

Student Assistants

Many teachers have devised various ways for implementing learning in a business machines classroom in which the rotation plan is utilized. One of the best ways of implementing a number of different types of learning in the same classroom is to use student assistants—boys and girls who have taken the course but who wish to develop further skill on the machines. The success of the use of student assistants depends upon both the assistants and the teacher. However, in many business machines classrooms the teacher unassisted instructs the various groups and keeps each student educationally employed without wasted time or effort. Perhaps no other subject in the business curriculum demands so much organization, ingenuity, and planning as the business machines laboratory.

While textbooks and syllabi are among the most important teaching aids, certain other teaching aids will help to make the students independent of the teacher and thus enable the teacher to be available for individual demonstration and special help when most needed. By the use of printed instructions, pictures, postures, and charts much information can be presented at the scene of operation without need to consult the teacher or to spend valuable time looking up answers in books. Of course in complex and new areas of learning there is probably no substitute for a good demonstration, and no good teacher will overlook that teaching method. However, after the initial demonstration, other teaching methods and aids will be necessary. The following paragraphs cover suggestions designed to help keep individual members of the class profitably employed and to

release the teacher for helping students who most urgently require his attention.

1. As early as possible in the learning of a new machine, the teacher should provide a demonstration of its uses. The group beginning instruction on a new machine can gather around the teacher at a work station for the demonstration. If the group is too large to see under these conditions, the teacher may present the machine to smaller groups. A large mirror placed above the machine can often make it possible for the entire group to see intricate operations. A demonstration display rack for mathematical machines can be placed on the wall to hold a machine so that an entire class can view a demonstration. If the machine is placed flat against the wall, each process can be viewed clearly. Obviously the rack must be made with thought and care to hold the machines securely and safely.

Most persons can learn from the printed word, but such learning is facilitated and the learning time shortened if the machine is introduced through a carefully planned demonstration. To hurry through a demonstration or to use a vocabulary not yet mastered by the pupils destroys much of the value of the demonstration.

2. Flood the learning area with simple job breakdown sheets and diagrams. Thus, after the demonstration when the teacher is working with other students, by referring to the explanations and diagrams the student can often carry on his work without injury to the work or to the machine and without waste of time. Some companies furnish charts and diagrams for classroom use, and most machine manufacturers provide simple, well-illustrated manuals for the operation of their machines. However, often these manuals are couched in terms difficult for one not experienced in their use to understand. Often simple diagrams will have to be added, or pictures will have to be drawn to illustrate a process.

The brief, simple instructions and illustrations should be placed at the machine station. They can be attached to the machine, the table, or to the wall beside the machine. Pupils needing more thorough instructions should know where to find the books, manuals, and other reference material.

Some manufacturers of stencil duplicating and liquid duplicating machines provide large wall charts that can be fastened to the wall behind the duplicators. Complete, simple, and well-illustrated operation manuals are also available. A few sheets from the complete manual can be removed and covered with clear plastic. The sheets can be arranged in consecutive order and fastened together by a plastic binder or other means so that none can be

UNITED SERVICES

MODERN TEACHING AIDS

removed and lost. These few sheets, forming a small booklet, should be attached to the duplicator by means of a small attractive metal chain so that they will be instantly available. For more complex and unusual operation problems pupils may consult their textbooks or the files.

Simple directions and diagrams can be attached near the work stations for the use of groups using other types of machines. Diagrams and directions for inserting new rolls of paper tape in adding machines can be posted on the door of the cabinet where the tape is stored. A few words and a small square of paper can also be posted to call attention to the difference between stencil and liquid duplicating paper. Thus, the teacher can be relieved of the constant requests, such as, "I cannot get the paper into my adding machine." "Miss James, my typewriter ribbon is worn out." "Mr. Johnson, why won't the paper feed through the mimeograph for me?" Variations for the use of simple job instruction sheets and diagrams at the operation station itself are limitless.

3. Much of the janitorial work of the business ma-

chines teacher can be eliminated by posting at the operation station the instructions the student should follow when his work is complete. Lengthy instructions will not be read. Brief, pithy information will be followed. Most teachers repeat over and over again such facts as, "Cover your machine before leaving." "Put away the supplies with which you have been working." "Leave the duplicator in 'Stop Here' position." Repetition of such instructions soon is regarded as nagging, and emphasis is lost.

4. The bulletin board in business machines classes sometimes become a chore to maintain. Almost all machine and supplies manufacturers supply well-illustrated posters, pictures, and diagrams which are excellent for bulletin-board display. When new and complete directions for office machines are sent to users of equipment, if not adapted for posting at the work station, they can be directed to the attention of the class by posting them on the bulletin board for a few days. Many young people will ignore a magazine article on good grooming but

(Please turn to page 41)

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UNITED SERVICES

RESEARCH IN GENERAL CLERICAL

WHAT WE KNOW ABOUT OFFICE AND CLERICAL PRACTICE—FROM RESEARCH

Contributed by Sub-committee of the Joint Committee on Coordination and Integration of Research in Business Education

THE BUSY classroom teacher does not have the time or the opportunity to make a comprehensive analysis of professional research even though he knows that much might be gained in improved practices by utilizing new findings. As a special service to the thousands of diligent classroom teachers who find themselves unable to keep abreast via traditional channels the Joint Committee on the Coordination and Integration of Research in Business Education is presenting, through its Sub-Committee on Dissemination of Research in Business Education, a series of simple, non-technical articles of useful and practical values and implications of the latest research. It is hoped that the classroom teacher will be more readily able thereby to apply new ideas and suggestions to classroom situations.

TITLE: AN ANALYSIS OF CLERICAL BUSINESS TYPING PAPERS AND FORMS FOR THE IMPROVEMENT OF INSTRUCTIONAL MATERIALS

DOCTORAL STUDY BY: VERN A. FRISCH, New Rochelle High School, New Rochelle, New York.

PURPOSE: To learn the nature of clerical typewriting and its sources (typewriting copy) in business offices and to derive conclusions from the data acquired which would serve as a basis for the improvement of clerical typewriting instruction on the vocational level.

SIGNIFICANT FACTS AND CONCLUSIONS THAT THE CLASSROOM TEACHER NEEDS TO KNOW

Papers and Forms of Business Offices Compared to Textbook Materials for Clerical Typing Instruction. Textbook materials for clerical typewriting and their sources do not follow the same patterns as those of collected specimens. The analysis showed a need for the reevaluation of typewriting instruction in its relation to clerical typewriting training. It also showed: (1) the kinds or types of business papers and forms needed for instructional purposes, (2) the typewriting sources from which these papers and forms are typed, (3) the typewriting procedures, techniques and methods of handling these papers and forms that should be used, and (4) the kind of production work experience needed in typewriting business papers and forms.

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TABLE I.—AN ABBREVIATED SUMMARY OF COMBINATIONS OF VARIOUS TABLES SHOWING PERTINENT DATA IN CONDENSED FORM.

Patterns of Typing	Per Cent Score of Specimens*		Sources of Typing	Per Cent Score of Specimens*	
	Per Cent in Textbooks			Per Cent in Textbooks	
Irregularly printed forms with variable line fill-ins.....	22.	4.	Typed and handwritten..	36.5	5.0**
			Typed.....	22.5	92.0
			Handwritten.....	16.0	2.0
			Handwritten on same form	15.0	0.0
Typing on many similarly printed forms, statements, orders, invoices, etc.....	18.	1.	Typed.....	33.0	92.0
			Handwritten on same form	29.0	0.0
			Handwritten records	25.0	2.0
			Typed and handwritten	12.0	5.1
Typing on regularly ruled forms, pay rolls, various reports, financial and statistical statements.....	15.	3.	Typed.....	32.5	92.0
			Typed and handwritten..	25.7	5.1
			Handwritten.....	22.6	2.0
			Telephone & conversation	9.8	0.0
			Handwritten on same form	5.0	0.0
Typing straight copy	14.	73.	Typed.....	31.0	92.0
			Handwritten records....	45.0	2.0
			Typed and handwritten..	9.0	5.1
Typing and preparation of duplicating work.....	10.	1.	Typed.....	61.0	92.0
			Handwritten.....	21.0	2.0
			Typed and handwritten..	9.0	5.1
Typing on blank sheets with or without carbons where tabulation and number typing are major problems.....	10.	11.	Typed.....	36.0	92.0
			Handwritten.....	22.0	0.0
			Handwritten & dictation	20.0	0.0
			Typed and handwritten..	7.0	5.1
			Telephone and direct dictation.....	7.0	0.0
				4.0	0.0
Typing on similar sheets, cards, or envelopes (repeated insertion in machine).....	8.	5.	Rough handwritten.....	50.0	2.0
			Handwritten records....	23.0	0.0
			Typed copy.....	9.0	92.0
			Typed and handwritten..	8.0	5.1
			Handwritten & dictation	8.0	0.0
Typing on similarly ruled small sheets or cards with the same type of fill-ins.....	3.	2.	Typed.....	51.3	92.0
			Handwritten records....	26.7	2.0
			Typed and handwritten..	15.8	5.1

*Methods of scoring and ranking were explained previously.

**The per cents of typing sources do not total 100 per cent as minor sources are not included in this table.

An examination of Table I shows some interesting facts. Note the difference in the data for "Specimens" and "Textbooks" in the two columns, "Patterns of Typing" and "Sources of Typing." Irregularly printed forms with variable line fill-ins for specimens rated 22 per cent; while textbook materials rated 4 per cent. Handwritten or a combination of typed and handwritten sources scored 67.5 per cent; while 92 per cent of textbook sources are mostly typed and printed. Further examination of Table I shows considerable variation between specimens and textbook materials. The data in the table indicate that the preparation of clerk typists should include certain patterns of typewriting with their particular typing sources.

Need for Reappraisal of Instruction

Further analyses of the study showed that: (1) There is a need for a re-evaluation of typewriting instruction because of the increased amount of clerical typing required in today's business offices. Business education not
(Please turn to page 40)

GLADYS BAHR, Editor
HOWARD M. NORTON, Associate Editor

FAMILIARIZING STUDENTS WITH UNFAMILIAR MERCHANDISE SOURCES

Contributed by Sylvia Lane, University of Southern California, Los Angeles, California.

FAMILIAR as all of us may be with many sources in our own communities for the various sorts of merchandise that we use, there are probably still a goodly number about which we know very little.

Many of our students are familiar only with retail stores, and have never bought anything, or even thought of buying anything, except at "retail." To help students become more intelligent consumers in today's complex market, it might be well to familiarize them with unfamiliar merchandise sources. It may well mean their saving money and getting more for their dollar when they buy in later years.

Student Survey

In working with groups on the secondary school or higher levels, it seems advisable to find out from the students which merchandise sources they know best and with which ones they would like to become familiar. For this, a check list has been very effective.

STUDENT CHECK LIST

Directions: Please put a check in the proper column beside each of the sources about which you would like to study.

Sources	A*	B	C	D
1. Discount house				
2. Furniture auction				
3. Wholesale automobile auction				
4. Railroad unclaimed freight salesroom				
5. House parties				
6. Pawnshops				
7.				
8.				

*A—I have visited one of these.
B—I have bought an article from this source.
C—I have never heard of it.
D—I would be interested in learning about it.

Sources that may be listed are: (1) discount houses; (2) auctions, and specifically, furniture auctions, the auctioning off of someone's home and personal property,

and wholesale automobile auctions; (3) railroad unclaimed freight salesrooms, if there are some in the locality; (4) close-out sales of wholesale houses in metropolitan centers; (5) "open" wholesale showrooms (in major market centers, such as New York, Chicago, Philadelphia, St. Louis, New Orleans, San Francisco, Los Angeles, Seattle); decorators have access to them and so do many retailers who take their customers to them; (6) the central wholesale market—it might be recommended to the students that they go at dawn when selling is at full tilt and then be there for the "close-out" at about 7 A.M.; (7) a farmer's market—the time to go is early in the morning; (8) curb and roadside stands where produce is sold; (9) "barns" and "shacks" where antiques or pottery are sold; (10) house "parties"—particularly the ones such as parties for the demonstration and sale of cleaning supplies, pots and pans, housewares, and toys; and (11) pawn shops—since these are a source for many things at less than retail where their being "second-hand" makes little difference. The teacher and students should survey the community and add to the list.

Student Groups

On the basis of what the students indicated on their check lists, groups may be set up. Committee members should be encouraged to bring back to the next class meeting a list of questions that they would like to have answered in studying these sources. If they have had a background in shopping techniques, most of the following questions may be included in their lists. If not, a class discussion on what they should ask about each source may bring out the following questions: (1) What may be bought there? (2) How does one buy there? Students should find out about the significance of motions at an auction, etc. (3) What should one know about the merchandise before buying from these sources? (4) What are sources of comparative prices of merchandise of this sort? (5) How does one get the "best buys" from these sources? (6) What does this source do or not do for customers compared to retail stores? In this regard, students should be encouraged to find out if they will (a) follow up with service on such items as appliances, (b) accept the return of unsatisfactory merchandise, (c) extend credit, and (d) deliver. (7) How much is the "mark-up?" Why? (8) May they charge even more than retail sources? Other questions may be added to this list by the class.

Students should be encouraged to read such material as "Your Shopping Dollar," the Money Management booklet published by Household Finance Corporation; "The Consumer's Guide to Better Buying," by Sidney

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UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLARD M. THOMPSON, Editor
JOHN A. BEAUMONT, Associate Editor

MERCHANDISE TRAINING IS A SCHOOL "MUST"

Contributed by Herbert A. Tonne, *New York University,
New York, New York*

RECENTLY a series of articles appeared in *Fortune* magazine, the burden of which was that counter selling for the most part was not only a lost art, but an unnecessary art. The theory worked out by the *Fortune* writers was that a great deal of selling at the present time is based upon the creation of mass desire by clever advertising. Therefore all we need is people who can take packages or items off the counters and collect money from the customer. Even wrapping is unnecessary, because the items are pre-wrapped. In increasing number of cases selling has been more completely automatic by means of vending machines it is said. In any case, conclude the *Fortune* writers, the types of help available for the usual counter selling are so incompetent and the charges they make for their services so high that the sooner we get to completely automatic selling based upon vending machines and preconditioning by means of advertising, the better. This presentation is possibly over-simplified, but it does give the basic attitude taken in somewhat less dramatic form.

The indictment that the *Fortune* writers give of merchandising in this country is in general sound. Their solution is a bad one. To assume that we can be given most of our service in buying merchandise on an automatic basis is not only ridiculous, it is unworthy of the people who make such proposals. The notion that customers as consumers can or should be so conditioned sounds suspiciously like the type of world that Aldous Huxley pictured in his *Brave New Worlds*. Most of us will want none of it. If *Fortune* magazine is sound, then there is no place for distributive education in the high school. Certainly the amount of time spent on merchandising education needs to be reduced as soon as possible. (Can it be that the senators who practically killed the appropriations for distributive education under the George Barden Act have read the implications of *Fortune* and taken them too seriously?)

Less Selling Technique Needed?

In my opinion, the judgments made by *Fortune* magazine are arbitrary, exaggerated and fundamentally unsound. True, mass advertising has created a preconditioning of the customer so that he buys many things without any sales effort. In fact the customer occasionally

resents even worthy sales effort. It is also true that much can be done with automatic selling by use of the vending machine. There are, however, many goods and services which we buy which still require the services of a competent vendor. To assume that advertising, even in a Utopia, where advertising really gives a true picture, can give us all the information we need in order to buy wisely, is nonsense.

To assume that the buyer will take or should take the effort to spend hours looking up in advance the information needed in order to buy a technical commodity is unrealistic. What we need is not less trained salesmen, but more competently trained sales people who know how to really serve the customers; who recognize the substitution possibilities when they are justified; and who refuse to give substitutes when the substitute does not serve the purpose for which the consumer is seeking.

Primarily, of course, we need better trained consumers who know what they want. There is need for a considerable number of courses in the secondary school and very probably on the collegiate level, dealing with commodity study. It is amazing that in this country we have not followed the lead of the European countries in giving attention to commodity studies. The study of commodities, moreover, is a logical consequence of the life adjustment program in the schools. What is more interesting to us than the things and services which we buy and use in our daily lives?

Secondly we need competent, intelligent salesmen who have moral integrity. The development of automatic vending machines and of informational types of advertising is good. It will make unnecessary sales effort on items and services which we can learn to buy, and which can be sold us automatically. There are, however, a tremendous quantity and quality of human needs which cannot be presold, and which require the services of good salesmen. Far from reducing our training of competent salesmen, we need to do much more to train prospective sales workers to know the commodities they are to sell, and to be competent in the sales techniques. The answer is not less training in selling, but far better and more intelligent forms of selling, and a comparable better training in the art of buymanship on the part of the consumer.

How Good is Sales Training?

Thus sales training needs to be done on a more efficient basis than it usually is. If we could develop the sales training that is done in the usual school up to that which

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

is done in the best schools on a level of sales distributive education in the schools, it would be very high indeed. More attention needs to be paid to the kind of sales training given to the kind of student who is being given the training. For example, a great many of the people who now take sales training in our schools are the types who will become routine salesmen. They need to be taught not the high techniques of selling as competency in carrying through the routine of the sales in dealing with the customers as human beings rather than automatons. These students need to be given enthusiasm in learning about the commodities which they propose to sell, so that they will present these goods to their prospective customers with enthusiasm.

Some students need the kind of sales training which involves the middle grade of selling. Here again the work needs to be given in a more organized way and should be based upon partially at least an actual job analysis and actual case study. Above all students need actual practice under conditions such that students will see the effects of the techniques they are using.

When we come to the highest grade of sales training the probabilities are that the schools can no more than present a beginning in the instructional process. The probabilities are the best kind of "high-level" sales training can be given based upon in-service basis to people who have already had the experience of selling successfully and to some degree unsuccessfully.

Apart from this there is need for better training of the distributable educational workers who support the salesmen: the people who do the packaging; who take care of the processing of the goods for sale; and the innumerable other workers who supply the situation which makes it possible for the salesman to do his work. It is in this area especially that the schools need to do far more than they have up to the present time.

Criticism Within Distributive Education

Distributive education teachers who are engaged in the kind of training which justifies the support of the George Barden Act, usually are quite critical of nonsupported sales and merchandising training. They are especially doubtful of the work which does not involve training of a part-time nature on the job. It is true that the best kind of training can be given when it is presented directly in connection with service at the actual firing line of selling. Nevertheless to assume that all work that is not thus connected is futile is unwise.

There is no question that one of the ways we can improve our economic life is by increasing the efficiency of the distributive system. One half of the story is the distributor system itself. The other half of it is the consumer

who uses the distributor system. Workers of distributive education should give a great deal more attention than they have in the past to the better training of the consumer. To shine up one half of the penny and leave the other half dull does not make sense. Certainly this is a poor way of providing us with a better system of distribution.

Opportunity for Commodity Study

One of the most fruitful aspects of business education for future development in meeting the needs of students is the area of merchandising which in Europe is called "commodity study". Merchandising as taught in our schools involves several aspects. One of them is sales techniques and related processes, management procedures, advertising and, in general, the processing of distribution. A second one is the study of the commodities which are sold, primarily in order to be able to sell these commodities more effectively; also, and increasingly, in order to develop an ability to cope with the purchase of these commodities. In recent years, many of these commodity study programs have emphasized consumer comprehension of the commodity rather than the understanding of the commodity from a point of view of the vendor.

In actual practice, the separation of the two aspects is not as real as the theorists think it is. Some education leaders tell us that we should emphasize the present and the useful rather than the past, the far-distant and the useless. There is no body of learning materials which more clearly and precisely can meet these criteria than a well-planned program of commodity studies.

The program can be made technical and highly theoretical for the academically-minded people. It can be made as simple as necessary for even the most unacademic mind. Commodity study is infinite in its possibilities. While in most merchandising classes, textiles have been emphasized and rightly so; textiles are by no means the end of commodity study. As newer textbooks are being written they tend to emphasize the non-textile aspects of commodity study. One of the weaknesses of commodity study, as practiced in our schools, is that it emphasizes the theoretical at the expense of the utilitarian phases of the subject. The reason for this is easy to understand. A theoretical subject can be taught without materials and from a textbook. The subject can be taught in a formalized way and the results measured objectively. When, however, we deal with the actual purchase of clothing, for example, in a non-technical way we find it much more difficult to be arbitrary. We need actual materials: real clothing, real testing materials, and cupboards and storage bins in which to keep our commodities. When we ask for accurate measurements of real materials it is not so easy to be arbitrary.

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DISTRIBUTIVE OCCUPATIONS

Formalized Knowledge Not Useful

In textbooks, teachers still tend particularly to think fibers as being divided into formalized types. As a matter of fact, textiles in daily use have become so infinite in their variety that it is almost impossible for a person to be arbitrary. Cottons are mixed with silks, wools are made to look like cottons, synthetics are made to look like natural products, natural fibers are mixed with synthetics to achieve superior advantages in both, two kinds of synthetic fibers are mixed in order to give added strength at a reduced price; cottons are made to look like silks, and silks are mixed with cottons and synthetics and made to appear quite different from their original nature. This is natural and understandable. It means that teachers and students cannot be arbitrary in their judgments of what textiles are by simple classroom analysis. It means that teachers cannot have students put down outlines of their learning in their notebooks and say they are definitive answers.

These developments do, however, mean that teachers must deal with these subjects, not in terms of abstract theory but in terms of things that people are actually using and wearing. It is fascinating to notice how teachers will avoid dealing with the textiles that are present in the class in terms of the clothing of students. They deal with cottons but rarely ever deal with the shirts that the boys are wearing. They deal with woollens but fail to make use of the coats that are hanging on the walls in the classroom. They deal with leather goods but fail to utilize the briefcases that the students have with them in the classroom. They deal with felt in theory but do not apply it to a particular hat that may be hanging on a rack in the back of the room. They deal with leather goods but fail to utilize the briefcases that the students have with them in the classroom and the shoes they are wearing. They deal with paper but fail to make use of the newspaper which some uninterested student is reading surreptitiously in the back of the room.

Commodity Study in the Core

Merchandising teachers have a valuable body of subject matter. Much of it should be in the core curriculum when the life-adjustment program becomes a reality in the schools. What are merchandising teachers doing to meet this challenge? The answer is precious little. Here and there, an individual is making use of the materials around him. Here and there, teachers are making practical use of the things that are happening in the daily lives of their students. But even some of these teachers fail for the most part to make the other teachers in their school and to make the community as a whole aware of the great contribution they are making. Commodity study has become a formalized, arbitrary type of subject matter. It needs to be released from its cocoon and achieve its really significant place in the school program. Of course, and in

every case of lag in school training, much of the responsibility must be placed at the doors of the teacher-training institutions. If the teachers themselves do not know the commodities, are not fascinated by them, fail to understand their place in the community, how can they pass on this comprehension to the students?

Conclusion

The answer to what is wrong with merchandising is not to eliminate training in sales and merchandising information and substitute mechanical merchandise vendors for buyers who it is assumed will also buy mechanically. One step in the right direction is more specific sales training and consumer buying techniques on the one hand, and greater commodity competency on the other. Of course, paying sales people better salaries will help a lot too!

Bookkeeping

(Continued from page 31)

we are discussing the disadvantages of a partnership as a form of business organization, I might solemnly tell my class that I own one of the largest downtown hotels and that I am getting tired of always having to be dressed up and dignified in my hotel and in the classroom, and that I would like to go into partnership with one of the pupils and buy a filling station. By this time the pupils are interested. They know that I am lying about owning a hotel and buying a filling station; but nevertheless, they are paying attention. I find one of the boys in the class who is willing to put \$1,000 into the partnership and I agree to put in \$9,000. We discuss methods of allowing for differences in experience of the partners and the amount of time to be spent on the job. After this has been discussed, I might ask what would happen in case there should be an explosion at the filling station resulting in injuries to a number of people and the destruction of property. I explain to them that the pupil in the class who invested \$1,000 can only lose \$1,000 since that is all the property he has, whereas, I could lose the \$9,000 I had invested and might have to mortgage or sell my hotel in order to satisfy deficiency judgments against our filling station.

Journalizing business transactions, that is, deciding what accounts to debit and credit and in which book of original entry to enter the transaction, is logically the most difficult part of bookkeeping. However, correct journalizing in itself is not sufficient. It is extremely important for the beginning pupil to learn to post correctly from the books of original entry to the various ledgers. I generally insist that he turn to the proper account, write the amount, the initial, and the page of the journal from which the entry is being posted, and finally

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UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

FRED C. ARCHER, Editor
VERN FRISCH, Associate Editor

PRACTICAL APPROACH TO BUSINESS ORGANIZATION AND MANAGEMENT

Contributed by C. C. Miller, Florida State University,
Tallahassee, Florida

In some schools it is customary to offer a course in Business Organization and Management during the senior year in high school. By the time the student schedules this course he probably has had several other business courses such as shorthand, typewriting, and general business. The question, "Why am I taking another course in business, especially one of this type?" now subconsciously confronts the student. He believes that he knows just about everything there is to know about business and hence the teacher's job in presenting this course is a challenge. How can you stimulate the student as an individual and the class as a whole? This same question confronted me when I was first assigned to teach a course in business organization and management to second semester seniors.

The initial contact with the class had to be one of interest and meaning. A firm foundation of interest and purpose had to be achieved in the first meeting because if it was, the seed for a successful semester would be sown.

It was decided to prove to the class that despite their extensive business training to date that perhaps this course would offer them something they have not had as yet and that it would be invaluable to them after graduation and in their business life.

The First Class Period

After the customary introduction to the textbook and title of the course the first question presented to the student is, "Can anyone give me a clear definition of the term business?" With this confronting him even the brightest student begins to search for an intelligent answer. A few reluctant definitions such as, "A business is a store owned by someone to sell things," "Business is what you enter to make a living," or "Doing something that has to be done in an office or store," are presented. These sound unrealistic, but, nevertheless, if you will take the time to ask your students or associates to define the term I am certain that you will get similar results.

At this point the students are alert to the fact that perhaps there is more to learn about business and that a course of this nature will be interesting and valuable.

After these definitions are received and put on the blackboard, the students invariably ask, "What is your definition of business?" With this as a cue, a good definition of business is formulated with their help—first by

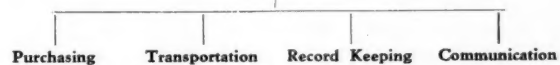
putting the word business on the board enclosed in a box similar to those used in organizational charts.

BUSINESS

The question, "What things are involved in the operation of a business or a business activity such as a store, beauty shop, doctor's office, or corner newspaper stand?" arouses their interest.

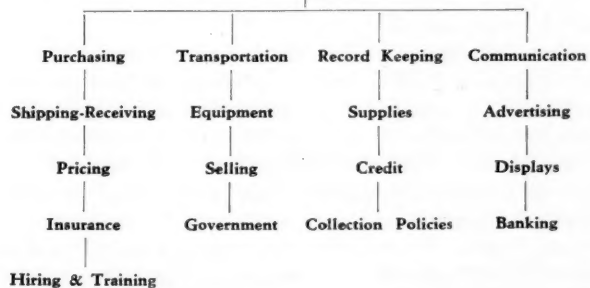
At this point there is a rapid response and replies such as selling, purchasing, transportation, bookkeeping, and communication are given. Now, add more to the business organization chart and a clear picture will begin to form for the class.

BUSINESS



The students can see that business involves and embraces many things and by now each is eager to contribute to the chart. Before long the blackboard is filled with things that help make up our business world.

BUSINESS



During the remaining discussion it, no doubt, will be agreed that the purpose of all these things is to produce goods or services with the goal of making a profit if at all possible. It is at this moment that each student begins to realize that he has contributed to the formulation of a clear, meaningful definition of business. They have not only done this, but they have also laid a foundation for a successful course and are anxious to return to class to learn more about business.

Compare the business organization chart constructed by the class with the table of contents in the textbook and you will find they parallel. The seed has been sown and a successful and interesting business organization and management class will result.

Research in General Clerical (Continued from page 34)

only should prepare stenographers and potential secretaries, but it must provide skilled clerk typists for business as well. (2) The two objectives of typewriting probably should be to teach (a) stenographic typists, and (b) clerk typists. (3) The basic preparation for all typewriting probably should be the same. However, there should be early emphasis on number typing and a high degree of number typing skill developed later by clerk typists. (4) Instruction, as it applies especially to clerical typewriting, must create facility in organizing a job, handling the materials, and typing the final product.

HELPFUL SUGGESTIONS THAT THE CLASSROOM TEACHER CAN APPLY TO CLASSROOM PRACTICE

Business Papers and Forms. Provide the kinds or patterns of business papers and forms in teaching clerk typists that conform more closely to those used in business offices.

Typewriting Sources. Provide typing sources or copy that will give students experience in typing from handwritten or typed and typed corrected copy—real “alive” business office copy. This does not mean just handwritten and corrected typed *straight copy*. It means typing from other handwritten and corrected business papers and forms. Forty to 50 per cent of all clerical typewriting in business offices comes from the above mentioned sources. Straight copy in business offices scored only 10 per cent.

Production Typewriting. Provide enough meaningful repetitive practice in teaching clerk typists and continue the repetition in office practice courses so that the students reach a fairly high level of production immediately prior to employment.

Number Typewriting. Provide for the improvement of number typing. Clerk typists need to be proficient in the use of the number keys; yet, supervisors and office managers indicated that typists generally cannot type the upper row of keys as skillfully and as efficiently as they can type the alphabetical keys. Good number typists are few.

Carbon Copies. Provide for the extensive use of carbon paper. Typists in offices recommend that more use of carbon copies be made in typewriting instruction. The use of carbon paper is psychological—it provides a very practical experience for later job requirements.

Placement and Centering. Use office methods in the clerical typing class. Experienced clerk typists generally use what is called “judgment placement.” Most centering is done by the “backspace” method. “Judgment placement” and “backspace centering” probably should be practiced immediately upon the introduction of business papers and forms so that the learning process will not be inhibited to any great extent by former habits and practices.

Statistical Typewriting from Roughly Arranged Tabulation Copy. Not one case of unarranged tabulation was found in business offices. Provide for the use of roughly

arranged tabulation and statistical typewriting exercises. Many typing sources for this kind of work in business offices consist of penciled copy on ruled and blank paper set up in rough tabular form. Good statistical typists are at a premium. Their salaries are usually as high as those of good secretaries and, in some instances, higher. *Suggestion to Increase Typewriting Skill and Production Rate.* Typewriting skill of students would increase if they acquired through good teaching a psychological “mind set” for production typing under pressure.

Clerical Typewriting Experience. Provide meaningful and “alive” clerical typewriting experience for students. Clerk typists should be experienced in typing commonly used kinds of papers and forms from sources similar to those found in business offices.

HOW THE STUDY WAS DEVELOPED

Techniques Used. An analysis sheet for clerical typing was developed. Visitations to large and small business firms were made which included interviews with typists, managers and supervisors. Observations of clerk typists at work were made. Specimens of business papers and forms were collected and each one was attached to a notated and checked “Analysis Sheet for Clerical Typing.” Analysis and breakdowns were then made of all collected data.

Source of Data. Papers and forms from 53 large and small business firms in New York City and New Rochelle, New York, were obtained which included 1,004 specimens with an approximate yearly production of about 23,000,000 items.

How the Classroom Teacher Can Obtain the Study

Apply to the Librarian of the School of Education, New York University, Washington Square, New York 3, New York. The study represents the Ed.D. thesis of Vern A. Frisch, completed in 1953.

A 24-page document abstract of the study may be obtained from Mr. Joseph Green, Treasurer, Alpha Chapter, Delta Pi Epsilon, 15 Brown Place, Bergenfield, New Jersey, for 25¢ a copy.

Shorthand

(Continued from page 30)

2. Out of the 5 letters duplicated in the test, a number of marginal reminders were called for. The students tell the “why” of these reminders.

3. A magazine article is transcribed from shorthand into longhand.

How much does the final count? In talking the matter over with the students, they felt that it would be fair to consider the final as 1/3 of the grade. Two-thirds of the term grade is made up of classwork, notebook, and previous tests.

If students are taken into the teacher's confidence and classwork and testing programs are planned with them, there will be little griping at the end of the semester. The acceptance of the grade earned, without the usual groaning and excuses, will be a joy and blessing!

Basic Business

(Continued from page 35)

Margolius, published by the North American Library of World Literature, 501 Madison Avenue, New York 2, N. Y.; and other sources on effective shopping. They will want to read whatever they can find about their particular merchandise source in the *Wall Street Journal*, *Business Week*, *Fortune*, and other current business publications, trade papers and trade magazines. *Retailing*, from Fairchild Publications is a good source of information.

For the teacher who feels the need of gaining additional information on these and other marketing institutions, it would be well to refer to *Marketing: Principles and Methods*, by Charles F. Phillips and Delbert J. Duncan.

The group itself seems best able to determine how it will gather its information, and how it will present its report to the class. Students should be encouraged to visit each of the sources and talk to the owners and managers. It is well to forearm the students with official identification and have them call in advance for appointments. Most businessmen are usually cooperative in giving information to students. It also seems to be best to have students go by twos or threes or even fours, to lend each other moral support; however, large groups seem to see less and bring back less information from the businessmen. If possible, the students should plan to be there when merchandise is actually being sold, to see how it is done.

Class groups should present the reports in dramatized fashion, actually showing how to buy at the auction or at the central market, or whatever the source, and then explain what the class needs to know in order to use this source effectively and well. Different groups will, of course, present their reports in different ways. It is desirable to give the members of the class who have not been to this source outlines of what they should know about each source so that they may fill out their outlines either while the report is being given or after the report has been presented.

Throughout this entire unit, the teacher should act as guide and mentor in setting up the groups, offering suggestions where needed, especially in regard to which sources to investigate and what information to bring back; but it seems to be best to allow the students complete leeway in how they work in groups and how they are to bring back information to the class. Experience shows that we can trust students on the secondary school level to do an effective public relations job for the school in going out into the business community. Some may not be overly skillful, but if they go as groups, the members of the group will tend to "socialize" each other.

By these techniques students are acquainted with an important part of their economic community and how it serves them. If the project goes well, the students should certainly gain a broader perspective of the many channels that merchandise may flow through in the American market and become not only more intelligent as consumers but, perhaps, better economic citizens.

Bookkeeping

(Continued from page 38)

the date. Then I insist that he turn back immediately to the book of original entry and in the posting reference column enter the account number to which the posting was made, or a check mark if the posting was made to an unnumbered account. When someone neglects to do this, I ask him how old he is. After he tells me, I say to him, "Even though you are seventeen, don't you think you should tell 'Mama' where you went?" Making a check mark or writing an account number in the posting reference column of the book of original entry is telling "Mama" where you went. After hitting upon this expression by chance, I have not had much trouble with omitted posting reference numbers.

Aside from the teaching of bookkeeping, the teacher with a good business background is in a position to render services to members of the student body and faculty. He is frequently consulted in regard to the accounting and auditing of school-related functions, personal bookkeeping, and other items of a business nature. For example, it is desirable to spend a day or two discussing Federal income taxes. Some of our pupils had been throwing away withholding statements and failed to secure the income tax refund to which they are entitled.

There is a feeling of self respect which comes from an adequate mastery of the subject matter. The good pupil has fun in doing his classwork and nightwork as well. Bookkeeping can be fun!

Teaching Aids

(Continued from page 33)

will learn much about grooming simply by seeing pictures of well-groomed young men and women operating, examining, or selling business machines. Far too many teachers discard expensively prepared, well-illustrated pages without first examining the material critically to determine whether or not it contains educational material.

5. Invite representatives from the various machines companies into the classroom for demonstrations. Such representatives are usually happy to bring with them a new model machine, printed and illustrative material, and special teaching aids. Large manufacturers often have educational departments and educational directors who are well trained in the art of demonstrating their particular machines. Few teachers can be expert on many different makes and types of machines, and thus the opportunity to see highly skilled operators of machines is both motivating and educational for business machines students. Some indirect advertising and salesmanship must be involved in most demonstrations, subtle as the selling may be, but advertising and salesmanship are integral parts of business and can be a part of the educational process.



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UBEA

THE ASSOCIATIONS UNITED FOR BETTER BUSINESS EDUCATION

CCIRBE TO MEET

The Joint Committee for Coordination and Integration of Research in Business Education, sponsored by UBEA, DPE, and NABTTI, is to hold a two-day work meeting November 13-14 at Columbus, Ohio, according to information received from the chairman, Lloyd V. Douglas. This meeting will follow the meeting of the national board of Delta Pi Epsilon.

Outstanding Projects

Among the projects already sponsored and guided through the work of this joint professional committee are the bulletin of needed research in business education, presented to NABTTI last February by John M. Trytten; abstracts of research studies in business education published by DPE last spring and to be continued jointly with UBEA through the October 1954 issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY; a continuing series of "briefs" of what research has told us about the teaching of various business subjects, prepared under the direction of Fred C. Archer's committee and published monthly in the BUSINESS EDUCATION FORUM; and the laying of the groundwork for other important projects in the fields of office standards, pilot studies of curriculums for the small school and the securing of funds for research in business education.

The November agenda for this committee will include a review of projects already completed and underway, the completion of plans for other projects, and considering and deciding policies and plans relative to new projects which have been and may be proposed. Suggestions relative to the furthering of research needs in business education are solicited; they should be sent to the committee chairman, Dr. Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls, or to the committee secretary, Dr. Dorothy Veon, School of Education, The Pennsylvania State University, State College, Pennsylvania.

→
UBEA members on
the Joint NBET
Committee

NBET TEST COMMITTEE

Paul S. Lomax of New York University was re-elected chairman of the Joint Committee on Tests at the quarterly meeting held in New York City on August 13. The group also elected another UBEA representative, John E. Whitcraft of the New York State Department of Education, as secretary. Theodore W. Kling of the NOMA headquarters office was named treasurer. Mr. Kling, educational director of NOMA; and Hollis Guy, executive director of UBEA, are ex-officio members of the Committee.

Arthur S. Patrick, College of Business and Public Administration, University of Maryland, succeeds Clyde W. Humphrey as the third UBEA representative.

Howard L. Ross of the Blue Ridge Glass Corporation, Kingsport, Tennessee, is the newly appointed NOMA representative to the Joint Committee. Robert E. Slaughter of the Gregg Publishing Company and Gordon S. Blackwell of IBM also represent NOMA. The committee retains Harold E. Cowan of Dedham, Massachusetts, as consultant. Mr. Cowan was also in attendance at the meeting.

Robert L. Ferguson of Western Illinois State College and Thomas K. Leguern of Dedham High School, Dedham, Massachusetts, were present at the meeting. Dr. Ferguson and Mr. Leguern are directors of UBEA-NOMA Test Grading Centers. The Committee has recently secured the service of Harold C. Reppert of Temple University as consultant in test preparation and administration.

The photographs of UBEA's representatives on the Joint Committee appear

below. Mr. Whitcraft's report to the members of UBEA was published in the March 1954 issue of the FORUM. Members of UBEA who are not using the tests at the present time are invited to write for the information booklet.

AACTE

The Inter-visitation Program of the American Association of Colleges for Teacher Education, a department of the NEA, will be completed about December 31. The program, which began in 1951, has resulted in 224 visitations to various institutions for the purpose of improving the program of education for teachers. Approximately nineteen colleges and universities will be revisited this fall before the close of the program. The National Association of Business Teacher-Training Institutions has been cooperating with AACTE in the revisitation program.

REPRESENTATIVE ASSEMBLY

UBEA president, Theodore Woodward, has announced that the first in the series of 1954-55 Regional UBEA Representative Assemblies will be held at the Marion Hotel in Little Rock, Arkansas, on November 22. Each of the state affiliated associations in the Southern Region is entitled to send two delegates and alternates to the meeting. The agenda for the assembly includes progress reports and discussion on problems of special interest to business teachers in the Southern Region. The meetings are open to all UBEA members in the region.

PAUL S. LOMAX
Committee Chairman



ARTHUR S. PATRICK
Committee Member



JOHN E. WHITCRAFT
Committee Secretary



IN ACTION

JOINT CONVENTION

Business teachers from coast to coast will gather in Chicago on February 24-26 to participate in one or more of the national meetings of the UBEA Divisions. The sessions will run concurrently with the convention of the American Association of Colleges for Teacher Education at the Conrad Hilton Hotel. Immediately following the convention, the National Council for Business Education will hold its mid-year meeting.

Complete programs have not yet been released on all of the sessions, however, a condensed schedule of meetings is given below. The business teacher education sessions will be devoted to the theme, "The Business Teacher Education Curriculum and Standards of Achievement." Fourteen group conferences have been scheduled to give the convention participants an opportunity to discuss subject areas in relation to the convention theme. The NABTTI sessions are open to members as well as to the official delegates of

teacher education institutions. Harry Huffman, Gladys Peck, Robert Slaughter, and H. G. Enterline, presidents of the UBEA Divisions, will preside at the 1955 convention.

The Evaluation and Measurement of Student Teaching

How effective are your evaluation and measurement practices in student teaching? Wouldn't it be fine if all supervisors could be sure that their ratings were accurate and always told the true story as to how good a student teacher really is?

In order to help business teacher educators improve evaluation and measurement techniques, BULLETIN 61 of the National Association of Business Teacher-Training Institutions is devoted to a study of the experiences of successful teacher educators.

Below are some of the questions that will be answered in BULLETIN 61.

- What are the essentials of a good evaluation and measurement program in student teaching?
- What forms are helpful in evaluating and measuring progress in student teaching?
- What techniques of evaluation and measurement are most effective?

(Continued on page 48)

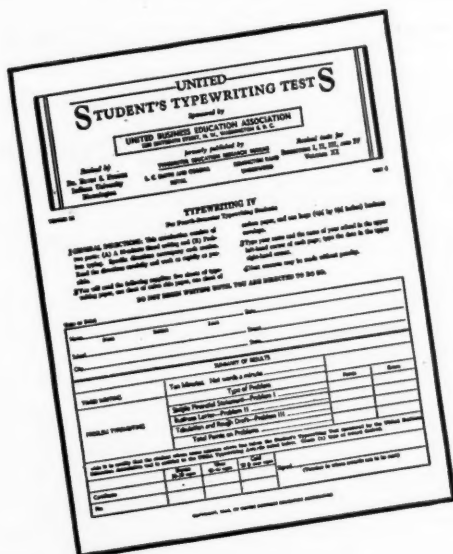


CHICAGO . . . Convention City for the 1955 Annual Meeting of the UBEA Divisions: NABTTI, Administrators, Research, and International.

SCHEDULE OF MEETINGS

(Subject to change)

<i>Thursday, February 24</i>	1:15 P. M.	NABTTI Official Opening and Keynote Address
	2:05 P. M.	Panel Discussion: "The Well-Prepared Business Teacher"
	2:45 P. M.	Group Conferences: Basic Business, Stenography, Distributive Occupations, Bookkeeping, General Education, Professional Education, and Clerical Occupations
	3:45 P. M.	Summation of Group Conferences
	7:30 P. M.	UBEA Research Foundation: Discussion and Business Session
<i>Friday, February 25</i>	9:00 A. M.	Panel Discussion: "The Changing Standards of Achievement"
	9:30 A. M.	Group Conferences: Stenography, Bookkeeping, General Clerical, Spelling, Arithmetic, Writing, Speech, Business Ethics, Basic Business, Distributive Occupations
	10:30 A. M.	Summation of Group Conferences
	12:15 P. M.	Fellowship Luncheon
	2:30 P. M.	Administrators Division: Discussion and Business Session
	4:30 P. M.	U. S. Chapter, International Society: Discussion and Business Session
	7:30 P. M.	Joint Session with the American Association of Colleges for Teacher Education
<i>Saturday, February 26</i>	9:00 A. M.	Buzz Sessions with AACTE
	10:45 A. M.	NABTTI Business Session



- Test I—First Semester**
 Part I. Timed Writing
 Part II. Centering Problem
 Part III. Report Writing
 Part IV. Business Letter Writing
- Test II—Second Semester**
 Part I. Timed Writing
 Part II. Business Letter
 Part III. Tabulation Problem
 Part IV. Minutes of Meeting
- Test III—Third Semester**
 Part I. Timed Writing
 Part II. Rough Draft Problem
 Part III. Centering Problem
 Part IV. Business Letter
- Test IV—Fourth Semester**
 Part I. Timed Writing
 Part II. Data Sheet
 Part III. Application Letter
 Part IV. Tabulation Problem

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VOLUME XIII

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AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Alabama Business Education Association
 Arizona Business Educators' Association
 Arkansas Education Association, Business Education Section
 California Business Education Association
 Chicago Area Business Educators' Association
 Colorado Business Education Association
 Connecticut Business Educators' Association
 Delaware Commercial Teachers Association
 Florida Business Education Association
 Georgia Business Education Association
 Greater Houston Business Education Association
 Idaho Business Education Association
 Illinois Business Education Association
 Indiana State Teachers Association, Business Education Sections
 Inland Empire Commercial Teachers Association
 Iowa Business Teachers Association
 Kansas Business Teachers Association
 Kentucky Business Education Association
 Louisiana Business Education Association
 Maryland Business Education Association
 Minnesota Business Education Association
 Mississippi Business Education Association
 Missouri State Teachers Association, Business Education Section
 Montana Business Education Association
 Nebraska State Education Association, District I and District IV Business Education Sections
 New Hampshire Business Educators' Association
 New Jersey Business Education Association
 New Mexico Business Education Association
 North Carolina Education Association, Business Education Section
 North Dakota Education Association, Business Education Section
 Ohio Business Teachers Association
 Oklahoma Commercial Teachers Federation
 Oregon Business Education Association
 Pennsylvania Business Educators Association
 Philadelphia Business Teachers Association
 St. Louis Area Business Education Association
 South Carolina Business Education Association
 South Dakota Commercial Teachers Association
 Tennessee Business Education Association
 Texas State Teachers Association, Business Education Section
 Tri-State Business Education Association
 Utah Education Association, Business Education Section
 Virginia Business Education Association
 Washington (Eastern, Central, and Western) Business Education Association
 West Virginia Education Association, Business Education Section
 Wisconsin Business Education Association
 Wyoming Business Education Association

SOUTHERN REGION

Z. S. DICKERSON, JR., *News Editor*

Let's Go to Little Rock!

Let's go to Little Rock, November 25-27, for the 32nd Annual Convention of the Southern Business Education Association. Go by car, bus, train, plane, or even "pony express," but go!

One of the advantages of membership in a professional organization such as ours is the opportunity to attend and participate in the annual convention. There you will meet old friends and acquaintances, acquire new friends, and get to know many of the outstanding leaders in the field of business education.

Attending our SBEA convention is one of the ways we can show a real professional interest. There is also an opportunity for growth as we pick up pointers that will help us to improve our own classroom techniques and materials.

Frank M. Herndon, president of the Southern Business Education Association, and his committee have planned an interesting and enjoyable program. There will be an opportunity to hear excellent speakers and interesting discussion leaders, see demonstrations, see exhibits of the latest equipment and books, and have personal conferences with some of the experts. Can we afford to miss?

The important thing to do now is to send your UBEA-SBEA dues to your state membership chairman and start planning your trip to Little Rock.—LOIS FRAZIER, *North Carolina, Representative.*

Louisiana

The annual meeting of the Louisiana Business Education Association will be held Tuesday, November 23, on the campus of Northeast State College in Monroe. Marie Louise Franques, president, is scheduled to preside. Wilbur Perkins and Hollie Sharp, both of Northeast State College, have been named co-chairmen of local arrangements, while Andrew Ferguson, Linville High School, is in charge of publicity.

Greetings will be brought to the group by William M. Smith, Dean of Northeast

State College. An address on shorthand transcription will be presented by S. J. Wanous of the University of California at Los Angeles. A buzz session composed of Louisiana business teachers with Gladys Peck, Louisiana State Supervisor of Business Education, presiding will provide an opportunity for participation. Another highlight of the program will be a demonstration on typewriting by Marion Wood, Educational Consultant, International Business Machines Corporation. A luncheon will be held at the Redwood Lounge and Restaurant. Dr. Wanous will be the luncheon speaker.

West Virginia

The West Virginia Business Education Association held its annual meeting on October 14 in Charleston. Ada Lively and Walton W. Reynolds served as co-chairmen of the local committee. Britto. Lavender of East Bank High School presided at the opening session and business meeting.

The program consisted of workshop groups for teachers of shorthand, typewriting, bookkeeping, and general business. Among the persons who participated in planning the program were Raymond Pecker, Hurricane; Margaret Foust, Weirton; Elaine Rouse, Point Pleasant; Reed Davis, Montgomery; and Nancy Alderson, Montgomery.

Southern

"Human Relations in Business Education" is the theme for the annual meeting of the Southern Business Education Association which will be held in Little Rock, Arkansas, on November 25-27. The meeting will open officially with the fellowship dinner on Thanksgiving evening. Charles E. Kauzlarich of Kirksville, Missouri, will be the guest speaker.

Preconvention activities include a tour to Hot Springs, the meeting of the Southern Regional Representative Assembly of the UBEA, and two special demonstrations. In addition to a number of social and professional sessions, many groups will sponsor breakfast and luncheon meetings. Among these are FBIA, Delta Pi Epsilon, University of Mississippi, Columbia University, University of Kentucky, and George Peabody College for Teachers.

MOUNTAIN-PLAINS REGION

Texas

An interesting program has been planned for the business teachers in Texas who attend the annual fall meeting of the Texas Business Education Association.



TEXAS . . . Velma B. Parker (third from left), president of the Texas Business Education Association, will preside at the meeting which will be held in Fort Worth on November 26. Other officers of the association are Janie Patterson, Winnie Bedell, Johnnie Punchard, Ruth Anderson, and R. F. Bender.

tion which will be held in connection with the convention of the Texas State Teachers Association. The meeting room has not been announced, but the Texas Hotel in Fort Worth will be the convention headquarters.

Maurice C. Beaty, a Fort Worth businessman, will speak on the topic "From Student to Office Employee." His address is scheduled to follow the luncheon.

"What Is Right in Business Education" is the topic for the panel discussion. The panel members include Nelda R. Lawrence, University of Houston; Elizabeth Seuffer, Milby High School, Houston; John L. Rowe, Northern Illinois State Teachers College; and Vernon Payne, North Texas State College.

A lecture-demonstration on "Pre-transcription Training in Shorthand" by John L. Rowe will conclude the program.

Greater Houston

Louis Higginbotham, supervisor of business education for the Houston city schools, was moderator for a panel discussion on "Cooperative Work Experience Programs in Business Education" at the May meeting of the Greater Houston

MPBEA

Vernon Payne, president of the Mountain-Plains Business Education Association, has announced the appointment of the chairmen for the 1955 convention which is scheduled to be held in Denver, Colorado, on June 16-18. The persons named are: Kendrick Bangs, general chairman; Agnes Kinney, co-chairman; and Dorothy Travis, program chairman.

EASTERN REGION

Pennsylvania

Betty Hutchinson of Collingdale High School has been named editor of the PENNSYLVANIA NEWSLETTER. Two or more of the Newsletters will be released during the year. The annual business meeting of the Pennsylvania Business Education Association will be held in Harrisburg on December 28.

President Galen B. Walker of Meadville has announced that the spring conferences will be held in Greensburg High School on April 16 and at the Bloomsburg State Teachers College on April 30. Outstanding programs are being planned for each of the conferences.

Officers of the association for the current school year are as follows: president, Galen B. Walker; first vice-president, Morgan Foose, Neffsville; second vice-president, Renetta Heiss, Altoona; secretary, Edith Fairlamb, Reading; and treasurer, William Whiteley, Reading.

CENTRAL REGION

Missouri

Lois Fann, president of the Missouri Business Teachers Association, has announced that Hamden L. Forkner of Teachers College, Columbia University, will be the guest speaker at the meeting scheduled for Kansas City on November 5. Dr. Forkner will speak on the topic, "Do Business Teachers Really Mean Business?"

Wisconsin

Ernest A. May, president of the Wisconsin Business Education Association, has announced that the annual meeting will be held on November 4-5 in Milwaukee. The meeting will open with a general session at which James Dornoff, vice president of the Pate Oil Company, will address the group on "Enthusiasm in Teaching."

Tours have been arranged to Northwestern Mutual Life Insurance Company and the Wisconsin Electric & Power Company. On the tours, members will have an opportunity to see business in action and talk with personnel directors of these two organizations.

The planning committee for the convention is composed of the president and

Business Education Association. Panel participants included Elizabeth Seuffer of Milby High School, Mary Van Liew of San Jacinto Senior High School, J. Norman Brown of the National Bank of Commerce, and Ray Elliott of Sakowitz Brothers Department Store. Elizabeth Seuffer presided at the luncheon meeting and business session.

Officers of the association for the current school year are: Isabel McDaniel, Jackson Junior High School, president; Nelda R. Lawrence, University of Houston, vice president; Saidee Day Sherrill, Milby Senior High School, secretary; and Kathleen Smithy, Davis Senior High School, treasurer.

South Dakota

Hulda Vaaler, University of South Dakota, led a discussion on "Problems of Interpreting Education" at the meeting of the South Dakota Business Education Association, an affiliate of the National UBEA, in Huron. Guest speaker for the luncheon was Peter L. Agnew of New York University. Dr. Agnew also presided at the roundtable on office practice. Mina Jerde of Lead presided at the meeting.

IN ACTION

the following executive council members: Florence Trakel, Waukesha; Marvin Houser, Janesville; Lorraine Missling, Shawano; Cecil W. Beede, Eau Claire; Gaylord Aplin, Manitowoc; Ray Larson, Middleton; and Marie S. Benson, White-water.

It is anticipated that one of the largest groups of members will be in attendance at the meeting.

Southern Illinois

"Looking Ahead in Business Education" was the topic of the address given by Peter L. Agnew at the opening session of the Southern Illinois Business Education Association meeting at Marion on October 15-16. Arcile Reese, president of SIBEA, presided at the business session which was followed by a panel composed of business and professional men.

WESTERN REGION

California

The California Business Education Association will hold its 1955 Convention on April 3-5 at the Hotel del Coronado in San Diego. This is one of the famous resort hotels on the West Coast. It has a reputation for gracious living and will provide CBEA members with a joint convention and vacation.

Phillip Ashworth, assistant supervisor of business education, San Diego City Schools, is the convention chairman. Program chairman, Evangeline LeBarron, assistant professor of business education, San Diego State College, has a number of innovations which should make an outstanding convention. Many leaders of business education are being invited to participate in the program. In addition to the professional program, entertainment for the entire family is planned so that the vacation motif can be maintained.

This year's convention should be an exceptionally large one as it will be a joint meeting with the Western Business Education Association, which has had considerable growth during the past three years. WBEA President, Ed Swanson, professor of business, San Jose State College, is cooperating to make the joint meeting of interest to all. The Western Section of the American Business Writing Association is also holding its annual convention at the same time. Of particular interest to college business teachers will be the college section meeting under the leadership of Albert C. Fries, University of

You Have A Date!

November 25-27. Southern Business Education Association, Marion Hotel, Little Rock, Arkansas*

February 24-26. Joint Convention of the National Association of Business Teacher-Training Institutions, Administrators Division of UBEA, UBEA Research Foundation, and U.S. Chapter, International Society for Business Education, Conrad Hilton Hotel, Chicago, Illinois

April 3-5, 1955. Western Business Education Association, San Diego, California*

June 16-18. Mountain-Plains Business Education Association, Denver, Colorado*

July 3-8. National Education Association, Chicago, Illinois*

*UBEA Representative Assembly will be held in connection with this meeting.

Southern California. The CADE is planning a program to meet the special needs of its members. Because of these additions and innovations, the 1955 convention should be attractive to all business teachers and to their families who will be interested in the many entertainment and vacation possibilities.

Evaluation and Measurement

(Continued from page 44)

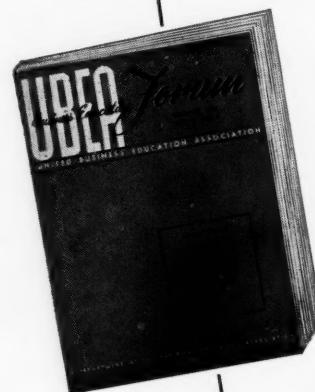
- How can you be sure that the grade given a student teacher is a fair measure of the student's work?

This should be a practical issue of the BULLETIN since it represents an appraisal of the measurement and evaluation devices by the students and new teachers on whom the techniques have been used, as well as an appraisal by the supervisors and coordinating teachers.

A special section of this BULLETIN is devoted to publishing the principles of business teacher certification. BULLETIN 56 contained the first tentative list of suggested business teacher certification principles. Since its publication these principles have gone through several revisions and have been discussed by many groups of business educators interested in certification regulations.

It is now believed that these principles have been refined to the extent that the next step is that of using the principles and to study ways and means of further refinement. We are sure that all certification directors, heads of departments of business teacher education, principals, supervisors, and others interested in business teacher education will want a copy of these principles to guide them in their work.—E. C. MCGILL, Editor

... the ideas
which promote better
education for business



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the covers of BUSINESS
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FORUM to the teachers
who will do the job

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The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

NATIONAL AWARD WINNERS

Forkner Plaque Awarded to Lawrence Central High School, Most Outstanding Chapter of the Year

The Hamden L. Forkner Award—one of the most prized honors in the National FBLA organization—was presented to the chapter at Lawrence Central High School, Indianapolis. The award is given annually for the best report of chapter activities based on the purposes of the Future Business Leaders of America. The chapter at Christiansburg (Virginia) High School received the award for the two preceding years. Presentation of the 1953-54 award was made at the Dallas convention by Lloyd V. Douglas, president of the United Business Education Association. The plaque was accepted in behalf of the Lawrence Central Chapter by the president, Charles Chandler, and the sponsor, Violet Curtis Lacy.

The Lawrence Central High School Chapter also won the second place for the most unique or most original project in the high school classification. The project presented was a tree planting ceremony to commemorate the services of chapter members in the school-community projects for the year. First place was awarded the chapter at Ahrens (Louisville, Ky.) High School for its birthday calendar. Linville (La.) High School was given honorable mention. Alabama (Jacksonville) State Teachers College Chapter was the college winner. The unique manner in which the chapter's placement bureau is operated, organized, and maintained was the determining factor in selecting the winner. Northeast Mississippi (Booneville) Junior College, and Kansas (Emporia) State Teachers College received honorable mention and second place, respectively.

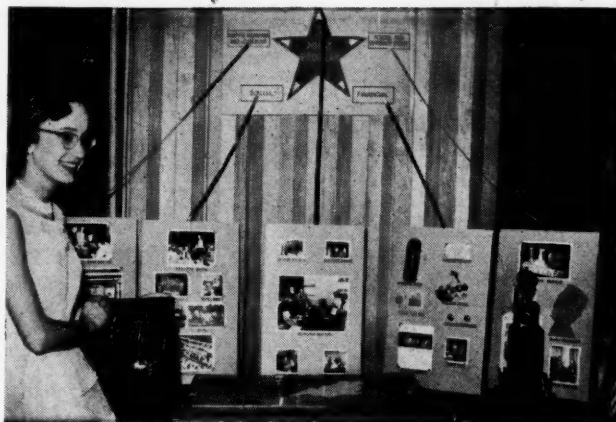
A plaque was presented to the Virginia State Chapter which reported the greatest number of new chapters installed by teams since September, 1953. The Louisiana State Chapter reported the largest number of new chapters during the school year and was second to Virginia in number of chapters installed by teams. The local chapter which reported the greatest number of new chapters installed by its team since September, 1953 also received an attractive plaque.

The pennant for the largest attendance (based on mileage) at the convention was awarded to Clay-Genoa (Ohio) High School whose representatives traveled a total of 15,000 miles. The Clinton (Louisiana) High School Chapter had the largest number of members present. The Louisiana State Chapter won the state attendance award with a total of 135,864 miles traveled by members to the convention.

In event six, the Virginia State Chapter won a banner for the best state exhibit at the convention. Honorable mention was given to the Louisiana State Chapter. The local chapter award for the best exhibit was presented to the Martinsville (Virginia) High School Chapter.

New Events

"Read all about it . . . read all about the beauty from Oklahoma and the guy from Kentucky . . . read all about FBLA." This was the chant of the newsboy outside the Baker Hotel on the final day of the FBLA convention. The beauty from Oklahoma turned out to be Beverly Crew of Oklahoma City who won the "Miss Future Business Executive of 1954" title.



STATE EXHIBITS . . . The Virginia State Chapter won first place in the event for the best state exhibit at the national convention held in Dallas, Texas. Second place was awarded the Louisiana State Chapter.



FUTURE BUSINESS EXECUTIVES . . . Bruce Woodring and Beverly Crew, Mr. and Miss Future Business Executive of 1954, proudly display the portable typewriters donated by the Underwood Corporation and the Royal Typewriter Company.



POSING . . . The roving camera caught the Louisiana Spelling Relay team as the winners posed for a Dallas News staff photographer. Left to right are Gloria Cook, Jack Rogers, and Caroline Morgan.

The Future Business Leader



WESTERN DELEGATES . . . Phillip Hill (left) of Fullerton, California, displays the pennant won by his chapter for the largest chapter membership in the Western Region. Bob Gass (center) of Grants Pass, Oregon, was elected vice president for the Western Region and was the third-place winner in the national spelling relay. Fred Hall (right) of Fresno, California, president of the California State Chapter of FBLA, accepted the pennant for Anaheim High School which was awarded second place for chapter membership.

The guy from Kentucky was Bruce Woodring of Morganfield who was selected for the title "Mr. Future Business Executive of 1954." Each state chapter was permitted to enter one contestant in each of these events. The contestants were interviewed individually by three persons—Miss Ruth Fetterman, Dallas Public Schools; Mr. John Stewart, comptroller and assistant treasurer, Employer's Casualty Company, Dallas; and Mr. Floyd Guillot, regional vice president of NOMA, New Orleans.

The judges found it difficult to make the selection because all of the contestants were outstanding. Each of the contestants was certified by the sponsor to possess employable qualifications as future executives.

An innovation of the 1954 convention was the national FBLA Spelling Relay. Each state was permitted to have one, two, or three contestants serving as a team. In the Spelling Relay only one person participated in the event at a time. The contestants from each state were seated alphabetically, from left to right, with the contestants from the same state sitting one behind the other. When the contestant in the front-row chair failed to spell the word dictated, he withdrew from the contest and the person immediately behind him from the same state moved forward to the first row for participation. The word missed by a contestant was not passed on to the next person, but a new word was dictated.

Louisiana won first place in the Spelling Relay with a team composed of Gloria Cook, Alexandria; Jack Rogers, Clinton; and Caroline Morgan, Baton Rouge. Ohio was in second place with a team composed of Allan Vogeorshabl, Indian Hill; Pat Marshall, Genoa; and Kay Hilton, Terrace Park. The Ohio team lost to Louisiana on the word "grievance." Bob Gass of Grants Pass, Oregon, a one-man team, took third place in the relay.

The Executive Committee at its planning session recommended that two relays be planned for the 1955 Chicago con-

vention—a Spelling Relay for high school members and a Vocabulary Relay for college members. The only difference in the two events will be that the college group will spell the word and give a satisfactory definition.

A picture of the 1954 winning team appeared in the Dallas Morning News. The Louisiana State Chapter received a plaque donated by the South-Western Publishing Company and the individual members of the team were presented with the gold honor key.

Enthusiasm Is Your Business

By REYNOLDS S. WORTHINGTON

Excerpts From an Address at the 1954
FBLA National Convention

- Please do! Please put your enthusiasm into business. Business needs it. The need is greater than you would perhaps realize. A greater American business—the total business activity or your individual business activity—depends upon your enthusiasm for business.
- A business operates for the benefit of several groups—ownership group, employee group, and customer group. The three groups are entitled to a profit or benefit.
- There must be an enthusiasm for three profits—an enthusiasm for that group's profit to which you do not belong as well as enthusiasm for the group's profit to which you do belong. In other words, enthusiasm for gains and advantages to all.
- Enthusiasm must have a foundation or a base. At the base of an enthusiasm there must be belief. The outward reflection of that belief will challenge us as long as we are engaged in a business activity that prospers and grows.
- Our enthusiasm need not be the shouting, loud-mouth type. It need not be razzle-dazzle. A quietly enthusiastic person can be just as effective, if not more so.
- The enthusiastic person is an optimist, never a pessimist. The enthusiastic person is constructive, not destructive. The enthusiastic person contributes to progress, not the blocking or obstruction of it. The enthusiastic person enjoys "mental" wages in addition to cash wages. Any way you examine the enthusiastic person you find traits that lead to the leadership of people.
- Everything is learned. Yes, even enthusiasm is learned. Let's examine it. "What" to believe is learned. "How" to express belief is also learned, isn't it? We must be resolved to control and direct our enthusiasm and learn more about people—learned people, not experimenters. Therefore, learn more about business and the details. Then, your experience is valuable. It's worth money because there is no substitute for developed business ability. Enthusiastically develop yourself!
- Enthusiasm comes from within. A smile, a pleasant cooperative attitude—these expressions come from within. If these come from without and must be caused by others, we do not fully enjoy life. So, let's work with our habits.
- There is not as much enthusiasm for expressing ourselves clearly as there should be. We're much too slow in improving our business writing techniques, our person-to-person communications. These communications should be dynamic, clear, concise and not dull, dreary, and hard-to-read. This you can do something about.
- Don't doubt, work. Nothing takes the place of work. Perfect your knowledge, your skill, and improve your attitude toward all individuals about you. Be enthusiastic. It pays in business.



The NATIONAL BUSINESS EDUCATION QUARTERLY

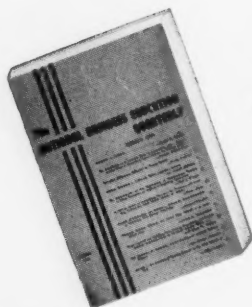
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